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ABSTRACT

This selective abstract bibliography prepared by ERIC Clearinghouse on Early Childhood Education is a guide to recent ERIC documents on bilingual education of children. Citations have been divided into four sections: (1) selected ethnic groups (Spanish speaking, native Americans, Chinese, Portuguese and Filipino); (2) migrants; (3) second language learning; and (4) general (bibliographies, legislation, media, multicultural research, teacher training). Citations included are from "Resources in Education (RIE)," January 1974 through March 1975, and from "Current Index to Journals in Education (CIJE)," August 1971 through October 1974. There are 116 abstracts from "RIE " and 74 citations from "CIJE." Descriptor (subject index) terms are included for all citations. (GO)

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BILINGUAL EDUCATION FOR CHILDREN: AN ABSTRACT BIBLIOGRAPHY

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INTRODUCTION

BILINGUAL EDUCATION FOR CHILDREN: AN ABSTRACT BIBLIOGRAPHY

This selective bibliography is a guide to recent ERIC documents on bilingual education of children. For convenience, citations have been divided into four sections: I. Selected Ethnic Groups (Spanish Speaking, Native Americans, Chinese, Portugese, Filipino); II. Migrant; III. Second Language Learning; IV. General (bibliographies, legislation, media, multicultural research, teacher training, etc.).

The reader should bear in mind, however, that there is necessarily some overlap among the four sections. Categories should not be regarded as mutually exclusive.

Entries were taken from the ERIC abstract journal, Research in Education (RIE), January 1974 through March 1975, and from the ERIC journal, Current Index to Journals in Education (CIJE), August 1971 through October 1974. Citations are arranged according to ERIC Document (ED) or ERIC Journal (EJ) number with the most recent number appearing first under each section.

Descriptor (subject index) terms used in searching RIE and CIJE were: Bilingual Students, Bilingual Education, Bilingual Schools, Bilingual Teachers, Bilingual Teacher Aides, Bilingualism, Second Language Learning, English as a Second Language, Migrant Children, Migrant Education. In both RIE and CIJE major descriptors are marked with an asterisk*; others are minor descriptors.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked microfiche only. (See ordering directions

in the back of this publication.) A few citations from RIE are not available through EDRS. If a publication is available from other sources, availability information is listed below the abstract. Articles cited from CIJE are available only in the journals cited.

I. SELECTED ETHNIC GROUPS

A. Spanish Speaking: Mexican-American, Puerto Rican, Cuban, Latino.

References from Resources in Education (RIE)

1. English as a Second Language, 1973-1974. Hartford Moves Ahead: An Evaluative Report. March 1975, 43p. ED 098 269.

Disadvantaged Youth; Economically Disadvantaged; Elementary School Students; *English (Second Language); Guidance Services; Immigrants; *Individualized Instruction; *Program Evaluation; Puerto Ricans; Secondary School Students; *Spanish Speaking; Urban Education

The goal of the English as a Second Language (ESL) Program, partially funded under Title I of the 1965 Elementary Secondary Education Act, is to help youngsters master the oral and written skills of English which are necessary for success in an English-speaking mainstream education. Since the non-English speaking youngster attends an ESL class for only about one hour or less per day, the classroom teacher must see that her lessons are adapted to the comprehension level of the non-English speaking student, and that her instructions are understandable to him. The ESL teacher provides what is basically a supportive service. Working with small groups of children for part of each school day, the ESL teacher provides practice, experience, and serves as an English-speaking model to help youngsters understand and communicate in what is for them a new and different language. The ESL teacher also provides demonstration lessons and helps to integrate the non-English speaking student into the general classroom language program. Three reception areas also are in operation. Staffed by ESL teachers and bilingual assistants, each center provides orientational assistance, translational services, and instruction to one of the three schools which have the largest proportion of Puerto Rican youngsters in the city.

2. Examination of Grants Awarded to the Berkeley Unified School District and to Bilingual Children's Television, Inc. March 1975, 31p. ED 097 754.

*Bilingual Education; Educational Assessment; Educational Legislation; Educational Programs; Educational Television; Elementary Education; English (Second Language); Failure Factors; Federal Aid; *Federal Programs; Grants; *Program Administration; Program Costs; *Program Descriptions; *Program Evaluation; Secondary Education; Second Language Learning; Spanish Speaking

At the request of Congresswoman Edith Green, the Comptroller General of the United States reviewed grant procedures covering two awards made by the Office of Education (OE). The first award, made to the Berkeley Unified School District, was funded under Title VII of the Elementary and Secondary Education Act of 1965, as amended, which provides funds to local educational agencies to develop and carry out demonstration bilingual and bicultural programs. The audit indicated that these funds were used for the development of a national television series although the provisions of Title VII require that grant funds be used only to assist children within a school district and that the Commissioner of Education award such a grant only after determining such a need. A second award was made to Bilingual Children's Television, Inc. (BC/TV), a nonprofit Oakland corporation, under the authority of the Emergency School Aid Act, which authorized OE to provide financial assistance to local educational agencies and public and private nonprofit organizations for special needs incident to the desegregation of elementary and secondary schools. The basic objective of the BC/TV proposal was to develop a bilingual and bicultural (Spanish-English) educational television show to be aired nationally. This award, made by the Commissioner of Education-Elect, was granted over strong objections by OE officials after BC/TV's failure to perform under the first grant and management deficiencies disclosed by the Health, Education, and Welfare (HEW) Audit Agency. The Audit Agency concluded that BC/TV suffered from delays in funding.

3. Exito, Title VII ESEA, 1973-1974. Hartford Moves Ahead: An Evaluative Report. February 1975, 26p. ED 097 393.

Academic Achievement; *Bilingual Education; *Community Schools; Compensatory Education Programs; Demonstration Programs; Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Elementary Schools; *Program Evaluation; Spanish Speaking; Urban Youth

As originally developed, Projecto Exito, often referred to as the Bilingual Community School or simply as "Escuelita," was in name and in deed a comprehensive community-based approach to the problems of bilingual education, funded under Title VII of the 1965 Elementary Secondary Education Act. Intended to serve Spanish and English-speaking students in direct proportion to their distribution within the Barnard-Brown attendance area, the program was planned so as to include two interrelated dimensions. Exito was to serve a demonstration effort in bilingual education which could then be expanded to other populations if the results were favorable; it was also to serve as a bilingual community school which could and would provide

direct services to students ranging from preschool to adult education. While the evaluation design was a relatively straight forward pre-post-test model, a number of operational controls were built in to the design so as to insure program validity to the resultant data. The design included pre- and post-measures which could be administered not only on a grade by grade basis, but over a longitudinal period as well. While the design did attent to affective indications of change, data in this area were not reported; instead, only various forms of the "Inter-America Test of General Ability" were used.

4. Molina, Huberto. The SWRL English Language and Concepts Program for Spanish-Speaking Children: 1971-1972 Tryout. Technical Report No. 46. February 1975, 18p. ED 097 373.

Attendance; Elementary School Students; *English (Second Language); Formative Evaluation; *Program Evaluation; *Spanish Speaking; *Student Evaluation; Test Construction; *Test Results

The Southwest Regional Laboratory English Language and Concepts Program for Spanish Speaking Children (LCS) is designed to help Spanish speaking children produce and comprehend English language skills required in early elementary grades. The tryout exercised, under standard school conditions, the materials and procedures of the LCS instructional system and of the accompanying teacher training system. Pupil test results, teacher comments, and pupil attendance records were used to measure system effectiveness. The report includes a description of the tryout scope and the procedures used for teacher training, the measures of the assessment, and entry and end of program test pattern types and sampling data. An analysis of the program shows that all classes attained a high level of proficiency on the end-of-program test. The report concludes by tracking student progress through the program.

5. Falcon, Carlos; And Others. Quality Educational Services to Michigan's Spanish Speaking Community. Report by the La Raza Citizens Advisory Committee to the Michigan State Board of Education. February 1975, 38p. ED 097 177.

Advisory Committees; *Bilingual Education; *Educational Assessment; *Educational Quality; Financial Support; Higher Education; Instructional Materials; *Migrant Education; Snesitivity Training; *Spanish Speaking; Testing

La Raza Advisory Committee, created in September 1971, was to recommend to the State Board of Education the means by which the quality of educational services to Michigan's Spanish speaking community could be improved. A problem was encountered in obtaining the necessary data to evaluate the current services offered the Spanish speaking community. The major educational problems identified by the committee as facing the more than 31,000 Spanish speaking students in Michigan were: (1) too few bilingual-bicultural staff at all educational levels; (2) too few relevant curriculum, textbooks, teacher training, and instructional materials; (3) relatively little commitment by local school districts in accepting the financial responsibility for bilingual education programs; (4) lack of response by the school districts to the needs of the migrant child; (5) disproportionate financial assistance for these students in higher education; and (6) inadequate testing instruments, tracking systems, and academic counseling. Among the committee's recommendations to the State Board of Education were: (1) mandate that colleges and universities establish a curriculum leading to a degree and teacher certification in bilingual education; (2) continue La Raza Advisory Committee to advise the State Department of Education; and (3) investigate the extent testing instruments contribute to the "tracking" of these students into special education and other compensatory programs.

6. San Luis Valley Board of Cooperative Services Bilingual-Bicultural Program. Curriculum: Kindergarten through Third Grade. February 1975, 400p. ED 097 162.

*Bilingual Education; Concept Formation; Cultural Awareness; *Curriculum Guides; *Early Childhood Education; Kindergarten; *Language Skills; Primary Grades; Psychomotor Skills; Reading Skills; Resource Units; Secone Language Learning; Spanish Speaking; *Units of Study (Subject Fields)

For the children in the San Luis Valley (Colorado), bilingual education has provided a successful atmosphere for both the monolingual English speakers and non-English speakers. They teach each other, learn about each other's culture, and appreciate and understand others better. This curriculum guide, funded by Title VII of the Elementary and Secondary Education Act of 1965, was prepared for use in grades k-3 of the San Luis Valley Bilingual-Bicultural Program. The units cover the subjects of colors, shapes, reading, body and self, family, clothing, the community, culture, counting numbers, seasons and holidays, the calendar and temperature, domestic and wild animals, plants and nursery management, time and money, transportation, simple

machines, and space. Given for each subject are the educational and behavioral objectives and suggested related activities, materials, resources, and evaluation techniques. Some of the lessons are for Spanish instruction.

7. Linton, Thomas H. Region One Right to Read Project. Right to Read Annual Performance Report, 1974. January 1975, 23p. ED 096 070.

Achievement; *Annual Reports; *Bilingual Education; *English (Second Language); Evaluation Methods; Grade 1; Instructional Materials; Kindergarten Children; *Mexican Americans; Program Descriptions; Social Development; *Spanish Speaking

The Region 1 Right-to-Read Project was initiated in seven Texas school districts in 1972-73 and was continued in the 1973-74 school year. All seven districts decided to use a bilingual Spanish-English reading approach beginning at the kindergarten level. In September 1973 the program was expanded to include first grade students who were in the kindergarten program. Consequently, the 1973-74 program included 43 first grade classrooms; total enrollment was approximately 1,100 in the first grade and 1,000 in kindergarten. The bilingual materials were the first and second year materials from a sequential, 3-year elementary and secondary education act program designed for Mexican American children with little or no knowledge of English. A revised administrative procedure for tracking the achievement and progress of students in each classroom was developed and implemented for 1973-74. The project staff designed three charts for teachers to use to track individual progress and achievement: (1) the oral English classroom record sheet; (2) the Spanish reading classroom record sheet; and (3) the English reading classroom record sheet. The various objectives for the different levels are given, with tables presenting the achievement results for the year.

8. Ramirez, Arnulfo G. The Spoken English of Spanish-Speaking Pupils in a Bilingual and Monolingual School Setting: An Analysis of Syntactic Development. Technical Report No. 40. December 1974, 158p. ED 094 569.

*Bilingual Education; Bilingual Students; Child Language; Elementary Grades; *English (Second Language); Language Development; Language Skills; *Mexican Americans; Monolingualism; *Oral English; Second Language Learning; Spanish; Spanish Speaking; *Syntax

The purposes of this study were: (1) to describe the developmental trends in the control of spoken English grammatical constructions produced by Spanish-speaking Mexican-American schoolchildren learning English in the elementary grades, and (2) on the basis of this description to assess the comparative development of English structures in pupils schooled bilingually in English and Spanish and those instructed only in English in a traditional monolingual school program. The principal hypothesis tested was that there would be no significant difference in the development of English grammatical constructions between Spanish-speaking pupils schooled bilingually and those schooled monolingually. It was also hypothesized that if there should be any difference, pupils schooled bilingually would demonstrate greater syntactic development in their spoken English. The subjects were 115 Mexican-American school children in grades k-3. The effects of three independent variables (grade, sex, and treatment) on the production and development of spoken English were assessed. It was found that bilingual schooling had a positive effect on the development of the spoken English of the pupils. The bilingually schooled pupils produced more language overall and more structurally complex units. For both groups, years in school did account for measurable differences in the use of certain English constructions.

9. Sassenrath, Julius M.; Maddux, Robert E. Language Instruction, Background, and Development of Disadvantaged Kindergarten Children. December 1974, 8p. ED 094 397.

*Child Development; *Cultural Background; *Disadvantaged Youth; English (Second Language); Kindergarten Children; *Language Instruction; Language Programs; Socioeconomic Background

In order to evaluate the effectiveness of three language development programs, 98 disadvantaged kindergarten children were grouped by sex, language background (English or English and Spanish), and language instruction (Distar, Peabody, or Standard) and were pretested and posttested on the School Readiness Survey (SRS), the Wepman Auditory Discrimination Test (WADT), and the Illinois Test of Psycholinguistic Abilities (ITPA). A two by three analysis of covariance (covarying for pretest) was computed on each of the subtests of the SRS, WADT, and ITPA. The results for each of the subtests did not show consistent significant differences due to sex, language background, or language instruction. However, T-tests for correlated means indicated that irrespective of instruction, sex, or background the children showed improvement from pretest to posttest on almost all of the subtests of the SRS, WADT, and ITPA. Thus, intensive language development programs in kindergarten appear to be beneficial for disadvantaged children.

10. An Evaluation of District Decentralized Projects--ESEA Title VII Program--In Community School District 14 of the New York City Public School System. Final Report. November 1974, 27p. ED 094 012.

*Bilingual Education; Decentralization; *English (Second Language); Kindergarten; Paraprofessional School Personnel; Preschool Programs; Primary Grades; *Program Evaluation; Reading Programs; *School Districts; Spanish Speaking; Urban Schools

This is the final report of the Institute for Educational Development's evaluation of District 14's 1972-73 Title VII, 1965 Elementary Secondary Education Act, program. The Bilingual Early Childhood Center program has completed its third year of operation. This year the program served approximately 200 students divided into seven classes; one prekindergarten, two kindergarten, two first grade, and two second grade classes. The staff included a project director, two community-liaison workers, seven teachers, and 11 paraprofessionals. About 85 percent of the students were Spanish-dominant. The aim of the bilingual program is to offer a school program in which children receive instruction in both English and Spanish depending on language dominance. According to long-range objectives in the area of academic performance, students should be at or above grade level in listening, speaking, reading, and writing in English by the end of the fourth grade. Furthermore, children should also be competent in Spanish. Another long-range goal is the creation of a positive orientation toward school. The instructional program consisted of language arts, mathematics, science, social studies, music, arts and crafts, and storytelling. The Distar instructional program was used for language arts and reading.

11. Molina, Huberto; Shoemaker, David M. A Preliminary Evaluation of a Bilingual Spanish/English Program Using Multiple Matrix Sampling. November 1974, 35p. ED 093 911.

Bilingual Education; Elementary School Students; *English (Second Language); Item Sampling; *Language Instruction; *Program Evaluation; Program Improvement; *Spanish Speaking

The Michigan Oral Language Program was installed in the Santa Paula School District for a 2-month tryout and student performance before and after the program was assessed through multiple matrix sampling. Student performance over seven content areas was determined for both the English and Spanish language components.

In all seven content areas, performance was high in English and low in Spanish. Specifically, for each of the seven content areas investigated (mathematics-science, social studies, colors, numbers, commands, one-word answers, and total), performance in English content area. The results suggest strongly that a major modification is required in the Spanish language component of the program. From experience gained in this tryout, recommendations were made for improving the program.

12. Molina, Huberto, Assessment in an Instructional Program Designed for Spanish-Speaking Children Acquiring English Language Skills. November 1974, 9p. ED 093 910.

*Educational Assessment; Elementary School Students; *English (Second Language); *Instructional Programs; *Language Skills; *Spanish Speaking

Assessment within the SWRL English Language and Concepts Program for Spanish Speaking Children (LCS) consists of a placement aid, unit assessments, unit reviews, and an end of program assessment. All assessments are administered on a one-to-one basis. At the beginning of the school year, the LCS placement aid is administered for purposes of measuring each pupil's proficiency in using English vocabulary, pronunciation, and other language skills requisite to effective communication. The results of this test indicate the level at which a pupil should begin the program, or if he should move directly into the Basal Reading Program. Unit assessment cards are provided at the end of each lesson unit to check each pupil's ability to comprehend and produce the language structures developed in the unit. Following the unit assessment, a unit review is conducted. This provides a basis for assigning further practice on unit objectives which pupils have not attained. The end of program test assesses the student's capability to retain the skills taught in the program. An important objective in the development of LCS has been to develop instructional assessment strategies and operational procedures that will help integrate the program into extant bicultural, bilingual programs.

13. Diaz, Agapito; Smidt, Robert K. Final Evaluation, Title VII, Community School District No. 10. Bilingual Mini School. October 1974, 31p. ED 092 657.

*Bilingual Education; Classroom Games; Curriculum Development; *Elementary Education; English (Second Language);

*Inner City; Kindergarten; Paraprofessional School Personnel; *Program Evaluation; Small Group Instruction; Spanish Speaking; Student Teacher Ratio

The Elementary Secondary Education Act Title VII Bilingual Program operated at the Bilingual Mini School, located within Public School 59. The program completed its second year of operation in June 1973. During its first year in existence, the bilingual program served kindergarten and Grade 1 children. Grade 2 classes were added during the 1972-73 academic year. The project serviced both Spanish and English dominant children, in the proportions which reflect the population of the community. The program accomodated 219 children on three grade levels. Eight full-time teachers and eight educational assistants worked in the program. An English as a second language teacher was added to the staff at midyear. The materials available in the program were adequately suited to their needs. In each classroom there were various kinds of learning games (in English and Spanish) which were frequently used by the children. In each classroom there were special interest areas located around the room. The teachers developed materials on their own for children who needed additional assistance in their weakest skill and concept areas. The low adult-student ratio allowed frequent small group and individualized instruction. The program placed its primary instructional efforts on the small group learning unit. The materials, available in both English and Spanish, were geared to different levels of ability in reading and math. Culturally enriching field trips were an integral part of the program, especially for the second grade children.

14. An Evaluation of the 1972 Bilingual Education Program, ESEA Title VII, Community School District 9, Bronx, New York. October 1974, 182p. ED 092 640.

*Bilingual Education; Bilingual Students; Curriculum Development; Disadvantaged Youth; *Elementary Schools; Inservice Teacher Education; Instructional Materials; Paraprofessional School Personnel; Preservice Education; *Program Evaluation; Spanish Speaking; Urban Schools

This program, funded under Title VII of the Elementary Secondary Education Act of 1965, was designed to provide an open learning environment in which students could learn to function in both English and Spanish. The classrooms were large and for the most part contained several grades which were divided into separate

classes by means of dividers. The program operated with a staff of 15 teachers, 1 director, and 6 paraprofessionals for 365 students. The activities of the program included instruction in both dominant and secondary languages, culture and heritage, math, social studies, reading and language arts. The primary objectives of the program were: (1) the mean scores of students on various tests should significantly increase between pre- and posttesting; (2) teachers would attend preservice and inservice training in the teaching of language arts, math, and reading; (3) teachers would enroll in bilingual education program at a metropolitan university; (4) academic materials would be developed and acquired; and (5) an exchange of materials with a sister school in Puerto Rico would be set up. The primary medium of instruction was the students' dominant language, English. There appeared to be a marked increased in Spanish as a medium of instruction over the year.

15. Nevarez, Miguel Angel. A Comparison of Three Methods of Oral Presentation of Science Activities to Fourth Grade Spanish-Speaking Children. October 1974, 200p. ED 092 327. Document not available from EDRS.

Bilingual Education; Bilingual Students; Bilingual Teachers; Doctoral Theses; Educational Research; *Elementary School Science; *Grade 4; Instruction; *Oral Communication; Sicnece Education; *Spanish Speaking

Reported is a study to compare three methods of oral presentation of science activities to fourth grade Spanish-speaking children. The methods of oral presentation used were: (1) an entire English presentation; (2) an entire Spanish presentation; and (3) a bilingual presentation. The investigation was conducted in two elementary schools in a low-socioeconomic area with a population of over 99 percent Spanish-speaking people. Six classes, three high-ability level and three low-ability groups, matched on IQ and results of a bilingual dominance test, were involved. The content of science sequence activities was the same and all the teaching was done by the investigator. The criterion variable was the children's achievement on predetermined concepts and skills as measured by a pretest-posttest. Based on the findings (.05 level of significance), the following conclusions seemed justified: (1) children taught by the simultaneous use of English and Spanish achieved more than those taught exclusively in English or in Spanish; (2) children

taught exclusively in Spanish achieved more than those taught exclusively in English; and (3) there was no difference in achievement between children in the high- and low-ability tracks. It was recommended that Spanish-speaking children similar to those in this study be taught using the bilingual presentation method.

Availability: University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order no. 72-26,608, MF-$5.00, Xerography-$11.00)

16. Brengelman, Frederick H.; Manning, John C. Linguistic Capacity Index. October 1974, 18p. ED 091 753.

*Educational Research; *English (Second Language); *Language Instruction; Linguistic Performance; *Measurement Instruments; Primary Grades; Research Tools; Resource Materials; *Spanish Speaking; Vocabulary Development

Designed to be used as a measure of English language readiness to assist the classroom teacher in grouping native Spanish-speaking pupils for English language instruction, the index may also be used to assess pupil achievement in learning English as a foreign language. Based on a contrastive analysis of English and Spanish grammar and phonology, the Linguistic Capacity Index consists of three 20-item sections on vocabulary recognition, contrastive phonology, and contrastive development. This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the committee on research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (English as a second language), title, authors, date, and age range (primary), and describes the instrument's purpose and physical characteristics.

17. Sutton, Arlene Vigil. The Effects of the Bilingual Spanish/English Television Series "Carrascolendas" on the Oral Language Skills of Selected Primary Children. October 1974, 188p. ED 091 676.
Document not available from EDRS.

Bilingual Education; *Bilingualism; Communication Skills; Doctoral Theses; Educational Research; *Educational Television; Language Skills; *Mexican Americans; Primary Grades; *Spanish Speaking; *Speech Skills

The purpose of this study was to measure the learning effects of "Carrascolendas," a Spanish/English television series, on selected primary school children in Pueblo, Colorado. The subjects, 160 randomly selected children, were tested with two criterion referenced tests, one in Spanish and one in English. Ten weeks after viewing the series, 128 of the same children were posttested. To test the null hypotheses, post-test scores were analyzed (1) between children who viewed the series and children who did not, (2) between Mexican-American and non-Mexican-American children, and (3) among kindergarten, first, second, and third grade levels. The experimental group consisted of 48 Mexican-American and 48 non-Mexican-American children. The control group consisted of 16 Mexican-American and 16 non-Mexican-American children. The results suggested that viewing "Carrascolendas" helped the achievement of primary children, especially Mexican-American children at the first grade level.

Availability: University Microfilm, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-32, 597, Mfilm-$4.00, Xerography-$10.00)

18. Davis, Effie Mae. Oral Language and Motor Skills for Non-English Speaking Children. September 1974, 42p. ED 091 115.

Attendance Patterns; Auditory Training; *Bilingual Education; Bilingual Teachers; Elementary School Students; English (Second Language); *Language Handicaps; Mexican Americans; Music Activities; Non English Speaking; *Oral English; Parent Role; *Program Evaluation; Psychomotor Objectives; *Spanish Speaking; Success Factors; Teacher Aides

An oral language program was instituted at Dezavala Elementary School (San Antonio, Texas) for pupils from kindergarten and grades 1 and 2 who were identified as having difficulty with oral English expression and in understanding instruction given in other than Spanish. The program employed a bilingual teacher and aides who worked with 4-8 pupils each school day for 30-40 minutes. The children were given intense auditory training

in English and Spanish using music and rhythms, and were given motor skill exercises on speech equipment. Goals were revised as slowly or as rapidly as skill improvement demonstrated. Teachers found that, as a result of the program, high risk pupils increased efforts to participate in class work, that language skills in understanding instructions in English and Spanish were improved, and that attendance surpasses class averages. Non-English speaking mothers were used to help the children with motor skill equipment. Although success of the program caused several aspects to be continued in the school, the report recommended further research relating language disability and weaknesses of motor skills. Seven factors which possibly contributed to the success of the practicum were also given.

19. Harrison, Helene W. Final Evaluation Report of the Harlandale Independent School District's Bilingual Education Program. September 1974, 89p. ED 091 108.

Biculturalism; *Bilingual Education; Community Involvement; Cooperative Programs; Curriculum Development; *Elementary Schools; English (Second Language); *Mexican Americans; *Program Evaluation; *Spanish Speaking; Staff Improvement; Tables (Data); Teacher Education; Team Teaching; Test Wiseness

The program covers two Texas public school districts, Harlandale and San Marcos, and Southwest Texas State University. This report, however, deals only with the Harlandale Bilingual Education Program, which provides bilingual education for pupils in grades k-5 who have limited English speaking ability. Objectives are: to reduce their educational deficit by instructing them in Spanish while their command of English is being developed; to enhance their understanding and cognitive development in both languages; to give them the advantage of becoming literate in both languages; and to instill a knowledge of and pride in their bicultural heritage. The project embodies several components: (1) development of and revision of curriculum materials for bilingual classes; (2) bilingual instruction in grades k-5; (3) staff development; (4) parental and community involvement; and (5) coordination of the cooperative efforts of the two school districts and the teacher training institution. In the 58 classrooms in the program, there are 1,700 children in grades k-5 in 7 of the district's 15 elementary schools. A majority of these children (99%) have Spanish surnames. The eight recommendations cover such things as transferring pupils, team-teaching with monolingual and bilingual

teachers; and test administration. Much of the data are presented in Spanish and English tests and tables.

20. Harrison, Helene W. Final Evaluation Report of the San Marcos Independent School District's Bilingual Education Program. September 1974, 85p. ED 091 107.

*Anglo Americans; Biculturalism; *Bilingual Education; Community Involvement; Cooperative Programs; Curriculum Development; *Elementary School Students; English (Second Language); *Mexican Americans; *Program Evaluation; Spanish Speaking; Staff Improvement; Team Teaching

The program covers two public school districts, Harlandale and San Marcos, and Southwest Texas State University. This report, however, deals only with the San Marcos Bilingual Education Program, which provides bilingual education for pupils in grades k-5 who have limited English speaking ability. Due to parental requests, 19% monolingual English speakers were also accepted into the program. Objectives for Mexican American children are: to reduce their educational deficit by instructing them in Spanish while their command of English is being developed; to enhance their understanding and cognitive development in both languages; to give them the advantage of becoming literate in both languages; and to instill a knowledge of and pride in their bicultural heritage. Objectives for Anglos are to give them the opportunity to become bilingual and literate in two languages and to broaden their outlook on and understanding of languages and cultures. The project components are: (1) development of and revision of curriculum materials; (2) bilingual instruction in grades k-5; (3) staff development; (4) parental and community involvement, and (5) coordination of the cooperative efforts of the two school districts and the teacher training institution. In the 22 classrooms in the program, there are 625 children enrolled in the district's four elementary schools. Of these children 81% are Spanish surnamed. The eight recommendations cover such things as transferring pupils team teaching with monolingual and bilingual teachers, and test administration. Much of the data are presented in Spanish and English tests and tables.

21. Ortiz, Flora Ida; Morelan, Steve J. The Effect of Personal and Impersonal Rewards on the Learning Performance of Field Independent-Dependent Mexican-American Children. September 1974, 17p. ED 091 094.

Associative Learning; Bilingual Education; *Cognitive Processes; Educational Research; Elementary School Students; Environmental Criteria; Individual Characteristics; *Learning Motivation; *Mexican Americans; *Perceptual Development; *Physical Environment; Response Mode; Rewards; Rote Learning

The effect of cognitive style and learning conditions on the rote verbal learning performance of Mexican American subjects classified as field independent or field dependent was investigated. Field dependent referred to a strong perceptual influence caused by the context of background while field independent referred to an ability to overcome the influence of a surrounding perceptual field. The sample consisted of 44 Mexican American children, 9 1/2 to 12 years, enrolled in a southern California public school. The Portable Rod and Frame Test classified subjects as field independent or dependent. The learning component consisted of 3 stages: (1) the response learning stage, which reflected when the subject recalled the response as a unit, (2) the associative one stage, which reflected the first correct association between stimulus and response, and (3) the associative two stage, which indicated actual mastery of the correct association. The subjects were tested in a distraction free room within the school by Mexican American experimenters. One half of the subjects from each group were randomly assigned to one of 2 learning conditions: personalized and impersonalized rewards. Results demonstrated that Mexican American children, regardless of cognitive style, required fewer trials when personal rewards were employed. The present study failed to reflect field independence/dependence as a major dimension of individual differences.

22. Espinoza, Delia; Lopez, Santiago, III. Modulo Navideno, Nivel Primario. (Christmas Module, Primary Level.) September 1974, 139p. ED 091 089.

Activities; American Indians; American Studies; Anglo Americans; *Biculturalism; *Bilingual Education; Creative Expression; *Cultural Background; Foreign Language Books; History; Learning Activities; Literature; *Mexican Americans; *Primary Grades; Social Studies Units; Spanish Speaking; Vocabulary

Four units are combined to form this primary level unit on Navidad (Christmas). It discusses and compares 3 cultures: the Mexican, the Chicano, and the Anglo-Saxon. The unit consists of: (1) "La Muneca Mas Bella de Wildrose", a story by Amado Nervo which shows children's feelings of love and tenderness; (2) the Mexican tale "El Regalo", a detailed panorama of a beautiful town -- Taxco (Guerrero), Mexico; (3) the Chicano tale, "Recuerdos" which depicts the culture that is enclosed in the Mexican American people; (4) "El Angel Caido", a story, illustrated by children, whose principal objective is to demonstrate the Chicano child's art, sensitiveness, and imagination; and (5) a brief history of the origin of Navidad, the Posadas, and the Pinata. Objectives, a pretest and a posttest, a story, a vocabulary list of new words, and some suggested activities are given for each unit. The vocabulary, place, people, and history are characteristic of Chicanismo; the student-teacher interaction and the familiarity shown are distinct from those characteristic of other races. The Anglo-Saxon history shows their way of life and feelings, which differ greatly from those of the Mexican or Chicano.

23. Espinoza, Delia; Lopez, Santiago, III. Dia de Dar Gracias. Modulo Nivel Primario. (Day to Give Thanks. Module Primary Level.) September 1974, 30p. ED 091 086.

Activities; American Indians; Ancient History; *Bilingual Education; *Cultural Background; *Cultural Events; Food; Foreign Language Books; Harvesting; History; *Mexican Americans; *Primary Grades; Social Studies Units; Spanish Speaking; Vocabulary

Dia de Dar Gracias (Thanksgiving) is the subject of this primary level unit. The unit objectives are to: (1) know about El Dia de Dar Gracias as it is celebrated in the United States; (2) know how the Mayas celebrated it; (3) understand the context of the stories in the unit; (4) know about the main food used, the turkey; (5) distinguish other peoples' customs from those of this country; (6) develop a minimum of 3 activities on the Thanksgiving theme; and (7) answer the major part of the final exam. The unit consists of a brief history of how the Mayas, along with the ancient Greeks, Romans, and Celts, had celebrations to give thanks for their harvest before the Pilgrims did; the story "Guivito el Guajolote"; a vocabulary list; a pretest and a posttest; suggested activities; and a form for teacher evaluation.

24. Spencer, Mima, Comp. Bilingual Education for Spanish-Speaking Children: An Abstract Bibliography. September 1974, 45p. ED 091 075.

*Annotated Bibliographies; *Bilingual Education; *Bilingual Students; English (Second Language); Language Instruction; Migrant Child Education; Program Descriptions; *Second Language Learning; *Spanish Speaking

This annotated bibliography contains 86 document and journal references listed in "Research in Education (RIE)" and in "Current Index to Journals in Education (CIJE)." Included are references related to programs, issues, materials, and methodology involved in bilingual teaching.

Also available from: Publications Office/I.R.E.C., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog no. 104, $1.00)

25. Laosa, Luis M. Carrascolendas: A Formative Evaluation. September 1974, 203p. ED 090 968.

Anglo Americans; Attention; Bilingual Students; Comprehension; Cubans; *Educational Television; *Elementary School Students; Eye Movements; Formative Evaluation; Mexican Americans; *Program Evaluation; Programing (Broadcast); Puerto Ricans; Retention; *Spanish Speaking; Television Research; *Television Viewing

A formative research project sought to test viewer reactions to two pilot programs of the Carrascolendas series. A total of 360 Puerto Rican-American, Cuban-American, Mexican-American, and Anglo-American children in grades 1, 2, and 3 were observed as they watched the programs. Results indicated that there was high eye contact during the presentation and that viewers frequently smiled and laughed. Verbal modeling, physical modeling, and program-related verbalizations were relatively infrequent. Posttests showed that, on the average, students comprehended and recalled two-thirds of the material. Girls manifested more eye contact than boys, and eye contact was found to be correlated positively with the individual's level of perceptual-cognitive development and with comprehension and recall, but negatively with verbalization and modeling. In addition, significant inter group differences were discovered for the variables of eye contact, verbal modeling, smiles, and laughter.

26. Anderson, Gordon V.; Anderson, H. T. Comparison of Performance on a Mental Ability Test of English Speaking and Spanish Speaking Children in Grades Two and Three. August 1974, 10p. ED 090 335.

Ability Identification; Aptitude Tests; Basic Vocabulary; Bilingual Students; *Caucasian Students; Classification; Cognitive Ability; *Elementary School Students; Family Influence; *Intelligence Differences; Number Concepts; Socioeconomic Status; *Spanish Speaking

The study reported here compares the performance on a mental ability test of children in grades two and three from homes in which English is the language spoken with those from homes in which Spanish is the language used. During the spring semester, the Interamerican Tests of General Ability, Level Two, and their Spanish parallel, were administered in a number of central and southern California elementary schools. The research design provided that pupils be selected for the tests "to represent fairly (1) the entire population of school children from homes in which English is the major language (English speaking), and (2) the entire population of children from homes in which Spanish is the major language (Spanish speaking)," with about an equal number of boys and girls. Socioeconomic levels of the subjects were to be reported on the basis of parents' occupation. The students were selected from the schools or classes which represented the three socioeconomic levels, by systematic choice from an alphabetical list. The Interamerican Tests of General Ability at Level Two comprise four subtests: oral vocabulary, number, classification, and analogies. No reading is required of the testees; all items are in pictorial, figural, or numerical form. At both grades two and three, it was found that English-speaking children attained higher scores than Spanish-speaking children for total score as well as for each of the subtests. When the subtests are compared it becomes evident that the superiority of the English-speaking children is most marked on the vocabulary and number subtests.

27. Espinoza, Delia. La Noche de las Brujas Module. Nivel Primario. The Night of the Witches Module. Primary Level. August 1974, 47p. ED 089 912.

Activities; Bilingual Education; Childrens Books; Creative Expression; *Cultural Background; *Cultural Events; Foreign Language Books; Learning Activities; Legends; *Mexican Americans; *Primary Grades; *Social Studies Units

La Noche de las Brujas (Halloween) is the topic of this primary level unit. The objectives are to enable the child to: (1) draw scenery, using his imagination, about witches, castles, and devils; (2) write compositions on witches, devils, and Halloween; (3) explain the story "La Noche de las Brujas"; (4) tell about any adventures or incidents he or someone he knows has had with witches, spirits, monsters, devils, or apparitions; (5) understand and use the vocabulary in the story; (6) express his viewpoint on the fantasy or reality of stories or legends about witches, apparitions, and other such things; (7) develop 3 or more activities given in this unit or devised by the teacher; and (8) correctly answer the majority of the final exam. The unit consists of the story "La Noche de las Brujas"; a pretest and posttest; a vocabulary list; a brief history of La Santa Inquisicion (a tribune formed during Mexico's conquest to condemn anyone charged as being a witch or evil person); and several suggested activities.

28. Garcia, Angela B.; Zimmerman, Barry J. The Effects of Examiner Ethnicity and Language on the Performance of Bilingual Mexican-American First Graders. August 1974, 17p. ED 089 852.

Bilingual Students; *Cultural Factors; *Elementary School Students; Ethnic Groups; Ethnic Studies; Measurement; *Mexican Americans; *Motivation; *Social Reinforcement

In this study of 40 disadvantaged Mexican-American first grade children it was hypothesized that praise from a Mexican-American adult would be more reinforcing to a Mexican-American child than praise from an Anglo adult. Further, it was hypothesized that praise in Spanish would be more reinforcing to a Mexican-American child than praise delivered in English. A bar-pressing task was used to assess the child's continued motivation to perform. The results indicate that examiner ethnicity was a much stronger determinant of bar pressing behavior than the language in which praise was given. Mexican-American children responded more to praise from a Mexican-American adult than they did from an Anglo adult. Results are discussed in terms of motivational and reinforcement considerations.

29. Walsh, Donald D. Spanish-Speaking Children in American Schools: the Story of an Educational Crime. July 1974, 7p. ED 088 103.

*Bilingual Education; Bilingualism; Elementary Education; *English (Second Language); *Language Development; *Second Language Learning; *Spanish Speaking

While the native speaker of English already has a working command of the sound system and the structure of the English language when he enters school, the native speaker of American Spanish enters school with a quite different sound system and structural system. A good educational program for these students should have as its goal to eventually make them bilingual. Upon entering school, the child should be taught through the medium of his own language and should have a special intensive English (as a second language) course as well as a special course in Spanish for native speakers of Spanish. When the student's command of English reaches the point where he can study other courses in English, the shift can begin, usually with math and science, but the sequence of courses in Spanish for native speakers should continue throughout the school years. And in a truly bilingual setting, the English-speaking child should study oral Spanish and later study math or science using Spanish as the medium of instruction. Teachers should be knowledgeable in each language and should be familiar with the contrasts in sound and structure between Spanish and English.

30. Hamilton, Don. Evaluation Instruments for Bilingual Education. A Revision of Tests in Use in Title VII Bilingual Education Projects. June 1974, 95p. ED 087 818.

*Annotated Bibliographies; *Biculturalism; *Bilingual Education; Elementary School Students; Secondary School Students; *Spanish Speaking; Standardized Tests; Testing; *Tests

This document contains a listing of tests which can be used in bilingual bicultural education projects. The evaluation instruments are listed alphabetically and are annotated. Included in the description of each test is information about: title, acronym, author, publisher, source, date, pages, price, age, grade, time, language, group or individual skills, special requirements, and score. The appendixes contain a listing of acronyms, a publishers' directory and index, and a directory and index of projects and educational facilities. A bibliography and subject index is also included. It is noted that neither the inclusion nor the exclusion of any tests in the booklet implies a judgment by the editors about the adequacy, appropriateness or usefulness of the test. For a related article see ED 050 886.

Also available from: Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($1.50)

31. Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 4. June 1974, 140p. ED 087 599.

Americans Indians; *Annotated Bibliographies; Bilingual Education; *Compensatory Education; Demography; Disadvantaged Groups; Federal Programs; *Migrant Children; *Migrant Education; Negroes; Program Descriptions; Rural Areas; Socioeconomic Influences; Spanish Speaking; State Programs

The bibliography provides access to some of the latest findings and developments in migrant education. A supplement to 4 earlier bibliographies, it contains approximately 100 citations and abstracts published from 1965 to 1973 which have appeared in "Research in Education". The "Current Index to Journals in Education" section covers approximately 35 articles which appeared from Winter 1971 through June 1973. Entries include a wide variety of resource materials, such as research and program reports, teacher guides, and doctoral dissertations. Some major areas of emphasis are bilingual education and Elementary and Secondary Education Act programs. Subject indexes and ordering information are appended.

Also available from: National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock no. EG-008; $5.00)

32. Bortin, Barbara. Bilingual Education Program Evaluation Report 1972-1973. May 1974, 143p. ED 086 718.

*Bilingual Education; Bilingual Students; Bilingual Teachers; *Compensatory Education Programs; Elementary Schools; *English (Second Language); Latin American Culture; Pilot Projects; *Program Evaluation; Secondary Schools; *Spanish Americans; Spanish Speaking; Teaching Techniques

The Milwaukee Bilingual Education Program, a five-year pilot project, ended its fourth year in June, 1973. The program provided a Spanish/English bilingual/bicultural curriculum taught by a bilingual staff of Spanish-American heritage. Both Spanish and English were used for instruction in order that pupils might

demonstrate grade-level academic achievement in both languages by the end of the sixth grade. In the secondary program, English reading was emphasized as an aid to school achievement; courses were developed which emphasized the Latin-American experience in United States history and contemporary national and community life. From k-12, students learned about the holidays, food, literature, music, and expressions of Spanish-America and the United States.

33. Linton, Thomas H. Region One Right-to-Read Project: 1972-73 Evaluation Report. May 1974, 28p. ED 086 424.

*Bilingual Education; English (Second Language); *Kindergarten Children; *Mexican Americans; Oral English; Personnel; *Program Evaluation; Reading Development; Spanish Speaking; *Tables (Data)

The Right-to-Read Project was introduced into 7 school districts in Region 1 (Texas) in September 1972. Bilingual program materials developed under an Elementary and Secondary Education Act (ESEA) Title VII grant were placed in 34 kindergarten classrooms with an enrollment of approximately 900 students. Because of late enrollments, the number of classrooms increased to 38 and the number of students to 1,000. The materials placed in the classrooms were the first year of a sequential, 4-year program for Mexican American children with little or no knowledge of English. They consist of: (1) Spanish Reading--Region One Literacy Lessons (ROLL), and (2) English as a Second Language--Region One Curriculum Kit (ROCK). Project personnel included 5 staff members and 38 classroom teachers. The program had 7 obje objectives such as: students must demonstrate they can relate sounds to compose words in their native language; students in the Spanish Reading Program will demonstrate an awareness that the correspondence between letters and sound is not always one-to-one; students in the English as a Second Language Program will be able to generate orally at least 3/4 of the sentence patterns contained in the ROCK I kit. A goal established for the project was for each classroom to complete reading the 5th booklet in the Spanish Reading Program series by the end of the school year. Fifteen percent of the classrooms actually finished booklet #5, and an additional 17% had started it. The English as a Second Language Program progressed as planned, with approximately 65% of the classrooms completing over 90% of the 128 lessons in the program and 85% completing 80%.

34. School Readiness 1972-1973. Profiles of Progress: An Evaluative Report. May 1974, 23p. ED 086 369.

Bilingual Education; *Compensatory Education; Disadvantaged Youth; Educational Environment; Health Services; Intervention; Language Development; Language Skills; *Objectives; *Preschool Children; *Program Descriptions; *Program Evaluation

An evaluation of the School Readiness Program is presented in detail. Each of four objectives is examined: (1) to provide effective teaching-learning settings; (2) to determine and alleviate health problems; (3) to develop language skills; and (4) to develop Spanish language skills for children in bilingual centers. The accomplishments of the program are noted and recommendations for further development are listed.

35. Child Development - Headstart Program. May 1974, 13p. ED 086 365.

Bilingual Education; Child Development; *Educational Objectives; Handicapped Children; *Parent Participation; *Preschool Children; *Program Descriptions; *Program Evaluation

The Child Development-Head Start Program of Hartford is described. Included is a statement of needs, program objectives, a description of the components (sites), and the evaluation plan. This Head Start Program has special provisions for Spanish bilingual as well as handicapped children. Parent involvement is stressed. Results of the evaluation indicated gains in language development for the children in the program lasting through the end of kindergarten. Information gained from the parent questionnaire indicated that most parents had visited their child's school and/or worked with the teacher.

36. Huzar, Helen. The Effects of an English-Spanish Primary-Grade Reading Program on Second- and Third-Grade Students. May 1974, 83p. ED 085 683.

*Bilingual Education; Bilingualism; *Bilingual Students; Bilingual Teachers; *Disadvantaged Youth; Elementary Education; Puerto Ricans; Reading Programs; *Reading Research; *Reading Skills; Spanish Speaking

This study sought to determine whether there would be any significant difference in the scores on an English reading test between second and third grade Puerto Rican students in a bilingual program, and second and third grade students in the same school, but not in the program. The subjects, 160 predominantly disadvantaged Puerto Rican students, were described according to their reading readiness test scores, ages, grades, and sexes. The experimental group received bilingual reading instruction for two and three years respectively. The control group received instruction in English only. All subjects were administered the test of reading. The "T" tests revealed no significant differences between the experimental and control groups for both second and third grade. However, they did reveal that the boys in the experimental group received scores that were significantly higher than the scores of the boys in the control group. No significant differences was found among girls. The results of the study indicated that the program was partially successful in meeting the needs of bilingual students.

37. Rural Teacher Intern Program. April 1974, 11p. ED 085 381.

*Bilingual Teachers; *Internship Programs; *Migrant Education; Preservice Education; *Rural Education; Teacher Experience; *Teacher Interns

This program was designed to prepare teachers bilingual in Spanish and English who, because of their background, are especially able to meet the needs of educationally handicapped children in depressed rural areas. It is called the Rural Teacher Intern (RTI) Program. Each intern has had extensive experience in rural and migrant education as a part of his teacher education experience in the California Migrant Teacher Assistant (Mini-Corps) Program. The RTI Program is a logical and culminating preservice experience for 16 bilingual Chicano elementary teacher candidates. The RTI Program incorporates a modular approach, with all interns being supervised by a two-member faculty team that also teaches the weekly seminar/practicums. The curricular and methodological emphasis is on teaching strategies and materials that are most appropriate for children who must cope with two languages and function in two cultures and who come from families that are economically depressed if not impoverished. Each intern is assigned to a full-charge position, teaching full-time under contract to one of the participating school districts in the California State University, Fresno service area.

38. Martinez, Emiliano; And Others. Trabaja y Aprende: Libro de Lectura 3, Nivel 1 (Work and Learn: Reader 3, Level 1). April 1974, 104p. ED 084 901.
Document not available from EDRS.

Auditory Discrimination; *Basic Reading; *Bilingual Education; Developmental Reading; *Elementary School Students; Instructional Materials; Intonation; Language Arts; Oral Expression; Phonetics; Phonics; Puerto Ricans; *Reading Materials; Reading Programs; *Spanish; Textbooks; Visual Discrimination; Vocabulary Development

This reading textbook, the third of a series, is an anthology of stories designed to relate to the natural interest of the elementary school child. In the book, students learn about a Puerto Rican family living in New York. Attention is paid to visual and auditory discrimination of consonant groups and normal endings. Included are exercises which are intended to perfect pronunciation and intonation. Work is begun on the reading of symbols such as dashes, accents, and numbers. New vocabulary words are introduced with greater frequency. The book contains many color illustrations.

Availability: Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520 ($3.95)

39. Martinez, Emiliano; And Others. Lee y Trabaja: Libro de Lectura 2, Nivel 1 (Read and Work: Reader 2, Level 1). April 1974, 111p. ED 084 900.
Document not available from EDRS.

Auditory Discrimination; *Basic Reading; *Bilingual Education; Bilingualism; Developmental Reading; *Elementary School Students; Instructional Materials; Intonation; Language Arts; Oral Expression; Phonics; *Reading Materials; Reading Programs; *Spanish; Spanish Speaking; Textbooks; Visual Discrimination; Vocabulary Development

This reading textbook, the second of a series, is an anthology of stories designed to relate to the natural interest of the elementary school child. On this level the number of words to memorize is increased (on the average, four per unit) while at the same time, the study of word variants in introduced to begin analysis exercises based on the configuration of each. The exercises of auditory discrimination are completed with the visual

recognition of normal endings--diminutives, verbs, etc. Stress is paid to the intonation and writing of the letters. The tests which students must read increase in complexity--from the phrase to the sentence. The book contains many color illustrations.

Availability: Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520 ($3.95)

40. Martinez, Emiliano; And Others. Mira y Lee: Libro de Lectura 1, Nivel 1 (Look and Read: Reader 1, Level 1). April 1974, 80p. ED 084 899.
Document not available from EDRS.

*Basic Reading; *Bilingual Education; Bilingualism; Developmental Reading; *Elementary School Students; Intonation; Language Arts; Oral Expression; Phonetics; Phonics; Puerto Ricans; *Reading Materials; Reading Programs; *Spanish; Spanish Speaking; Textbooks; Visual Discrimination; Vocabulary Development

This reading textbook contains a series of stories designed to relate to the natural interest of the school child. Students learn about a Puerto Rican family living in New York. New vocabulary is introduced gradually for the student to memorize. Included are exercises in oral expression and comprehension, auditory discrimination, intonation, pronunciation, and visual discrimination. The book contains many color illustrations.

Availability: Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520 ($2.95)

41. Tome, Martha V., Ed. Proyecto Leer Bulletin, Number 12. March 1974, 15p. ED 083 878.

Biculturalism; *Bilingualism; Books; Bulletins; Elementary School Students; *English; *Instructional Materials; Kindergarten Children; Mathematics; Minority Groups; *Newsletters; Reading; *Spanish

This bulletin is designed to serve the Spanish-speaking population of the United States. This issue contains a list of popular magazines in Spanish for children and adults. Another section provides the names of comics for children. Titles to be found under "publications in series and collections" are the popular type of romantic, western, or detective stories available in paperback. Also included in this issue is a

section devoted to teaching materials to be used from kindergarten to third grade in the areas of reading, mathematics, and science.

42. Offenberg, Robert M.; Wolowec, Wolodimir. Title VII Bilingual Project, Let's Be Amigos: Evaluation of the Third Year, 1971-1972. February 1974, 186p. ED 083 306.

*Bilingual Education; Elementary Grades; English (Second Language); *Formative Evaluation; Intermediate Grades; Interviews; Preschool Education; *Program Evaluation; Questionnaires; Secondary Grades; *Spanish Speaking; Student Testing; *Summative Evaluation; Tables (Data); Teacher Attitudes; Test Results

The 12 studies that constituted the 1971-1972 evaluation of the Let's Be Amigos Program are presented together with the evaluation findings. The three components of the bilingual program, serving 1,813 students by the end of the third year, were the Model A Program (prekindergarten to grade 3) with teams of English- and Spanish-speaking teachers working with the students; the Model B Program (grades 1 and 2) in which teachers worked with students who were dominant in the teacher's mother tongue; and the Arriba Program (elementary, junior high, and senior high schools) serving primarily Latino pupils who could benefit from instruction in their mother tongue. The evaluation studies were categorized as to process evaluation studies (four studies) and product evaluation studies (eight studies). The process evaluation studies were: general process evaluation of the third year of the bilingual program; perceptions of principals, teachers, and parents regarding the bilingual program; curriculum development, distribution, and tryout in the Arriba Program; and follow-up of elementary-level Arriba pupils who moved into regular English language classes. The product evaluation studies were: log of pupil performance in the Model A and Model B Programs; criterion-referent testing of second- and third-grade arithmetic skills in the Model School Program; exploratory testing of Arriba junior high school students; and replication of findings assessing the Arriba component's impact on elementary school pupils' attendance and high school pupils' dropout rate.

43. Alvarez, Salvador. The Influence of Phonological Characteristics upon Orthography in Mexican-American Second Graders. February 1974, 216p. ED 082 907.

*Bilingual Education; English (Second Language); Grade 2; *Language Skills; Mexican Americans; *Phonemics; *Spanish Speaking; *Spelling; Teaching Methods

This 1970-71 study compared the relationship of pronunciation to spelling, in English and Spanish, for Mexican American second graders in Corpus Christi and San Antonio, Texas. The investigator selected 78 children from 5 participating schools: 2 in San Antonio and 3 in Corpus Christi. The public schools from which the samples were drawn are located in educationally, economically, and culturally similar neighborhoods. A second aspect of the research compared the type of instruction, bilingual or monolingual, the former represented by the Corpus Christi sample, the latter by San Antonio. The Gloria and David Oral Bilingual Test -- Spanish and English was used as the assessment instrument. Main conclusions of the study were that: the sample involving bilingual instruction did significantly better in English phonology; other factors besides sex, age, home language, number of siblings, and type of instruction may have influenced test results. It was recommended that bilingual instruction be used to teach children whose home language is Spanish. The appendices included such things as taped spelling tests in English and Spanish and Spanish and English test in phonemic notation.

44. Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. February 1974, 294p. ED 082 881.

Academic Achievement; *Annotated Bibliographies; *Bilingual Education; Disadvantaged Youth; *English (Second Language); Ethnic Groups; *Mexican Americans; Preschool Children; Self Concept; *Spanish Speaking

Access to some of the latest research findings and developments in Mexican American education is provided in this bibliography. A supplement to 3 previous ERIC/CRESS publications: "Mexican American Education, A Selected Bibliography" (ED 031 352), "Mexican American Education, A Selected Bibliography--Supplement No. 1" (ED 048 961), and "Mexican American Education, A Selected Bibliography (with ERIC Abstracts)--ERIC/CRESS Supplement No. 2" (ED 065 217), the present bibliography contains 221 citations and abstracts which appeared in "Research in Education" from March 1972 through March 1973. Also included are 86 citations which appeared in "Current Index to Journals in Education" from April 1972 through March 1973. Bilingual education and English

as a second language are emphasized. Ordering information and subject indexes are included.

Also available from: National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-003, $5.00)

45. Gonzalez-Mena, Janet. A Developmental Program for Teaching English as a Second Language to Preschool Children. February 1974, 74p. ED 082 820.

*Bilingual Education; Concept Formation; Educational Improvement; *English (Second Language); *Home Programs; *Learning Activities; Music Activities; *Preschool Children; Spanish Speaking; Student Motivation; Student Teacher Relationship; Teaching Methods

The Cuauhtemoc Bilingual Preschool Project, Redwood City, California, is designed to teach Spanish-speaking preschoolers English in classes conducted in their homes. The lesson plans (called "English Experiences") are based on a set of principles: (1) establishment of a language relationship is an important means of motivating the child to learn the target language, (2) young children need a total development program, and (3) children learn by doing. Emphasis is placed on the child's need to learn language in real situations with concrete experiences, while retaining his original language and self-esteem. Teaching methods are discussed, and nine specific performance objectives of the Cuauhtemoc Project are outlined. A list of suggested activities, materials, books, and songs are included. A child's picture-word matching workbook is also included.

46. Chavez, Rafael, Ed. National Conference: Early Childhood Education and the Chicanito (Tucson, Arizona, August 3-5, 1972). February 1974, 89p. ED 082 819.

*Bilingual Education; Bilingual Students; *Conference Reports; Cultural Environment; *Early Childhood Education; English (Second Language); *Instructional Materials; Mexican Americans; Music Education; *Spanish Speaking; Teacher Education; Televised Instruction; Workshops

This document reports on a national meeting organized by the State Training Office in Arizona through the combined efforts of Mexican American systems and the Office of Child Development. The emphasis of the meeting was to encourage implementation of bilingual-bicultural education for Chicanitos at early stages of their development. The first section of the report presents summaries of the activities of 19 small group workshops, with topics incorporating problems of the Chicano child, Mexican-American life style, teacher training, existing bilingual programs, and new approaches to bicultural education. The second part of the report lists the companies who exhibited their bilingual materials at the conference. An abstract bibliography of 20 relevant papers, and a bibliography of 54 textbooks concerned in various ways with bilingual education are included. The final section of the document includes preconference correspondence from government officials, educational administrators, and professors. Results of the workshop evaluations are listed, based on rating scales completed by all participants. The publicity generated by the conference is reviewed, as are initial indications of lasting effects of the meeting.

47. Saville-Troike, Muriel. Bilingual Children: A Resource Document Prepared for Child Development Associate Consortium, Inc. February 1974, 153p. ED 082 584.

Bibliographies; *Bilingual Education; *Bilingualism; Bilingual Schools; Bilingual Students; Bilingual Teachers; Child Language; Early Childhood; *English; Ethnic Groups; *Language Research; Linguistics; Mexican Americans; Minority Groups; Non English Speaking; Puerto Ricans; *Spanish; Spanish Speaking

This resource document presents research on first and second language acquisition, home environments, and other cultural factors that affect the cognitive or affective development of bilingual minority-group children, such as child-rearing practices, styles of learning and coping, and values and attitudes. Sections are devoted to the nature of language, linguistic diversity, child language acquisition, becoming bilingual, profiles of bilingual children, and implications for early-childhood program development. Included are appendixes which provide more detailed information on the specific ethnic groups and an extensive bibliography.

48. Zamorano, E. Hector. Teaching English to Migrant Children. February 1974, 52p. ED 082 538.

*Articulation (Speech); Consonants; Distinctive Features; *English (Second Language); Instructional Aids; Instructional Improvement; Instructional Program Divisions; Migrant Child Education; *Phonemes; *Spanish Speaking; *Teaching Guides; Vowels

The purpose of this manual is to assist the teacher in improving his teaching of English-as-a-second-language. It is particulary recommended for teachers of children whose mother tongue is Spanish. A preliminary test for teachers on English phonemes and identification of articulatory organs is included. The English sound system is described, including stops, split fricatives, groove fricatives, affricates, resonants, and semiconsonants. A consonant chart, vowel chart, and answers to the teacher's pre-test are appended.

49. Stanford, Monty Carlis. On Predicting the Effects of a Bilingual Children's Educational Television Program. February 1974, 145p. ED 082 498.

Behavioral Objectives; *Bilingual Education; Bilingual Students; Criterion Referenced Tests; Doctoral Theses; Early Childhood Education; *Educational Television; Grade 1; Grade 2; Kindergarten; *Mathematical Models; *Media Research; Mexican Americans; Multiple Regression Analysis; Prediction; *Predictive Measurement; Predictor Variables

Research sought to develop a quantitative model for the prediction of learning effects of a bilingual children's educational television program. The stimulus program series consisted of 30 sessions of Carrascolendas, a Spanish-English series which was based on specified behavioral objectives and aimed at students through grade 2. Learning effects were measured with criterion referenced tests administered to 408 Mexican-American children. Data were collected on the independent variables of communication stimuli, individual characteristics, and contextual traits; the predictive models were based upon linear multiple regression analysis. Results showed that learning effects can be predicted with relatively high degrees of reliability and accuracy. From this it was concluded that policy decisions regarding educational television must account for contextual

characteristics, as well as program content and objectives, and that a communications stimulus, such as a television series, functions as one of many stimuli in producing learning effects. More detailed measures of these independent variables are needed and contracts for the evaluation of program series should require that measurement involve linear models.

50. Pryor, Guy C. Evaluation of the Bilingual Project of Harlandale Independent School District, San Antonio, Texas, in the First, Second, and Third Grades of Four Elementary Schools during 1968-69 School Year. January 1974, 37p. ED 081 557.

*Bilingual Education; *Elementary Grades; *Federal Programs; Grade 1; Grade 2; Grade 3; *Mexican Americans; Minority Group Children; *Program Evaluation; Spanish Speaking

The document is an evaluation of the Bilingual Project in the 1st, 2nd, and 3rd grades of four elementary schools in the Harlandale Independent School District, San Antonio, Texas, during the 1968-69 school term. Evaluation of the 1st grade included a mental ability and readiness test--pretest and posttest. At the 2nd grade level, the Science Research Associates Achievement Test in reading was given as a pretest and the Inter-American Series was given as a posttest. For the 3rd grade, the Science Research Associated Achievement Test in Reading was given as a pretest and posttest. Eight conclusions are given--e.g., there was no discernible difference in language achievement by 2nd and 3rd grade pupils between the bilingual and the control groups as measured by reading tests in English. The 11 recommendations encourage better organization, better planning, leadership that is more readily available, closer support by the principals, and more materials. A closer evaluator contact with the program is also recommended. (For related documents, see ED 081 555, 556.)

51. Prochnow, Harold G. Final Evaluation Accomplishment Audit of the Harlandale Independent School District's Bilingual Education Program. January 1974, 16p. ED 081 556.

*Bilingual Education; Cost Effectiveness; Educational Accountability; Elementary Grades; *Federal Programs; Guidelines; *Mexican Americans; Minority Group Children; *Program Effectiveness; *Program Evaluation; Spanish Speaking; Systems Analysis

The audit report was made in compliance with the contractual agreements, legal prescriptions, and official directives under the provisions of Title VII of Public Law 89-10, as amended, for the establishment and operation of bilingual education programs. The audit report (June 12, 1973) is on the Bilingual Education Program (in its 4th year of operation) of the Harlandale Independent School District. This report gives a critique of the quality of the project evaluation, discusses the findings of the project and the audit, and confirms or questions the need for program modifications proposed as a result of the evaluation. The scope follows the suggested U.S. Office of Education audit report areas--(1) introductory and general comments concerning the quality and significance of the final evaluation report; (2) detailed critique of the product and process evaluation conducted for operation and management, based on an assessment of the instruments used, data collection procedures, data analysis techniques, and data analysis presentation; (3) findings and observations as a result of on-site visits and examination of evaluative data with a summary of consistencies and discrepancies; (4) recommendations for evaluation design revision; and (5) the need for program modification. (For related documents, see ED 081 555, 557.)

52. Harrison, Helene W. Evaluation Report of the Harlandale Independent School District's Bilingual Education Program. January 1974, 107p. ED 081 555.

Achievement Tests; *Bilingual Education; *Elementary Grades; *Federal Programs; *Mexican Americans; Minority Group Children; *Program Evaluation; Spanish Speaking; Tables (Data)

The 1973 report evaluates the Bilingual Education Program of Harlandale Independent School District. The bilingual program is designed for Spanish speaking pupils in grades k-5 (1,517 children in 8 of the district's 15 elementary schools) who have limited English-speaking ability. The 1972-73 project involved (1) development and revision of curriculum materials; (2) bilingual instruction in k-5; (3) preservice and inservice training of bilingual teachers and aides; (4) supervision of bilingual student teachers and student interns; (5) involvement of bilingual parents in their children's education; (6) increased community support for bilingual education; and (7) coordination of the cooperative efforts of 2 school districts and a teacher-training institution--Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University. The 31 tables give results of tests used to

evaluate the bilingual program--e.g., Peabody Picture Vocabulary Tests, Metropolitan Achievement Test, Prueba de Lectura, BEP Test in Social Studies and Science, Allocation of Time in Language Teaching (English and Spanish), and Inferred Self-Concept scores. Eight recommendations are also included--e.g., the coordinator should emphasize to teachers the need to develop both English and Spanish reading comprehension. (For related documents, see ED 081 556, 557.)

53. Harrison, Helene W. Evaluation Report of the San Marcos Independent School District's Bilingual Education Program. January 1974, 101p. ED 081 553.

Attitudes; *Bilingual Education; Droupouts; *Elementary Grades; English (Second Language); Language Development; *Mexican Americans; *Program Evaluation; Rating Scales; Reading; Self Concept; *Tables (Data)

The San Marcos Independent School District's Bilingual Education Program for 1972-73 was evaluated in this report. The program consisted of 684 students in grades k-5 in 4 elementary schools. The majority of these students were Mexican American with only 18% monolingual English speakers. The program's objectives were, first, to provide bilingual education for pupils who have limited English speaking ability and, second, to give English speakers the opportunity to become bilingual and to broaden their outlook and understanding of other people. The Peabody Picture Vocabulary Test, in both English and Spanish, was administered to students in grades k-1 in September and again in March. The Metropolitan Readiness Test, Form A, was also given in kindergarten while the Metropolitan Achievement Test was given in grades 1-5. Also used was the Inter-Americana Spanish Reading Test, the Prueba de Lectura. Educational achievement for the students improved to some extent throughout the year. Tabular data covered teachers, schools, and pupils; droupouts; results of the Peabody Picture Vocabulary Test, the Metropolitan Achievement Test, and the Pruebra de Lectura and Inferred Self-Concept Judgment Scale results. The appendix gives the Spanish versions of the Peabody Test. (For related document, see ED 081 554.)

54. Lampman, Henry P. Southeastern New Mexico Bilingual Program. Final Report. January 1974, 25p. ED 081 529.

Academic Achievement; Anglo Americans; *Bilingual Education; *Comparative Analysis; *Grade 2; *Program Evaluation; Self Concept; Social Behavior; *Spanish Americans; Testing

Academic growth and personal-social growth of 20 second grade children in the Southeastern New Mexico Bilingual Program at Artesia are compared to 20 second grade children in the standard program. The groups were matched by chronological and mental age, IQ, family income, family situation (both parents, only father, or only mother), number of children in family, parents' education and occupation, and home language. The academic growth was measured using the Peabody Picture Vocabulary Test in both English and Spanish, the Stanford Achievement Test, and an English and a Spanish test in sentence completion format measuring responsiveness. The effects of the bilingual program on the self-image and social interaction of the child were evaluated by self-rating scales administered orally and recorded by the teacher aide on a pretest and posttest basis. Findings showed that the children in the bilingual program made greater progress; both groups of children had a high self-esteem at the beginning of the year but as they grew older their self-concept lowered; there was no significant difference in their social interaction; and the bilingual group responded more rapidly in both English and Spanish.

55. McCracken, Wanda. Final Report of Outcome of Southeastern New Mexico Bilingual Program. January 1974, 17p. ED 081 528.

*Bilingual Education; *Comparative Analysis; *Elementary Grades; Grade 3; Grade 4; Language Arts; *Program Evaluation; Self Concept; Social Development; *Spanish Americans; Tables (Data); Testing

The Southeastern New Mexico Bilingual Program's final report analyzed performance objectives to determine the outcome of the goals set for academic growth in the standard curriculum, as well as in the English and Spanish language arts, and growth in social development of students. The random sample consisted of 20 third and fourth graders from the standard program and 20 bilingual third and fourth graders. Groups were matched by chronological and mental age, IQ, family income, family situation (both parents, only father, or only mother), number of children in family, parents' education and occupation, and home language. The evaluation instruments were the California Test of Basic Skills, the Self-Image Test, the Spanish Language Arts Criterion Reference Test, the Otis-Lennon Mental Ability, and the Metropolitan Achievement Test. The findings showed: (1) Spanish speaking students profit richly from systematic study of their first language and (2) non-dominant Spanish children attain a second language facility in Spanish when

taught through systematic language arts curricula. Notations of staff development, acquisition of materials, parent/community involvement, and management are also given.

56. Gorena, Minerva, Comp. Information and Materials to Teach the Cultural Heritage of the Mexican American Child. January 1974, 288p. ED 081 516.

Biculturalism; *Bilingual Education; Class Activities; *Cultural Background; Grade 1; *Instructional Materials; *Mexican American History; *Mexican Americans; Supplementary Reading Materials

Information in this resource guide responded to teacher requests for supplemental historical and cultural classroom materials. The bilingual program for which this guide was designed has served schools in 3 different locales: a center-city area composed of housing projects and some individually owned homes, a suburban near-rural neighborhood of the same city, and a rural central Texas town. Major topics were a historical background; an overview of Mexico; places to see; games; dances; legends, fables, and stories; and units for teaching Mexican American cultural heritage. A bibliography, a list of materials used by the Region XII Bilingual Program, and sources for these materials were also included.

57. Askins, Billy E.; Alford, Gay. Evaluation of Effects of the Clovis-Portales Bilingual Early Childhood Program: Final Report, 1972-73. January 1974, 49p. ED 081 475.

*Bilingual Education; *Demonstration Programs; *Disadvantaged Youth; Evaluation; Home Visits; *Intervention; Language Ability; Parent Participation; Post Testing; *Preschool Education; Pretests; Readiness; Self Concept; Spanish Americans

Initiated in 1972, the Bilingual Early Childhood Program (BECP) serves as early intervention for 3- and 4-year-old children in Clovis and Portales, New Mexico (40 children at each site). Target group children were predominantly from Spanish-speaking backgrounds and were selected as participants using guideline requirements of language, background, income of parents, and residence. The goal of the BECP is to demonstrate that Early childhood bilingual education intervention will facilitate the learning of two languages (English and Spanish) simultaneously in a responsive environment designed to enhance

the child's cognitive, affective, and psychomotor development. Specific objectives were developed for the program components: instruction, staff development, materials development, and community-parental involvement. The evaluation design for the instructional component was within a framework of a pretest-posttest design without a control group. Abilities measured were: language development in English and Spanish, school readiness, and subjective evaluation of self-concept. Findings indicated that the students made significant gains in language ability in English and in Spanish, and in general school readiness. The children developed and maintained a positive self-image and developed substantially in various dimensions of personality growth. It was concluded that BECP functioned as planned for the target group.

58. Description of Bilingual Programs Funded by Title I, ESEA. January 1974, 21p. ED 081 275.

Biculturalism; *Bilingual Education; Bilingualism; Chinese; Educational Programs; Elementary School Students; *English; High School Students; Junior High School Students; Kindergarten Children; *Minority Groups; *Program Descriptions; Puerto Ricans; Secondary Education; *Spanish; Spanish Speaking

This booklet presents a description of 16 bilingual programs funded by Title I, ESEA in New York City. Information includes a description and list of objectives for each program.

References from Current Index to Journals in Education (CIJE)

1. Zirkel, Perry A.; De Castejon, Sandra. 'La Escuelita' -- Bilingual School. School Management; 18; 8; 16-17, 19, 27, October, 1974. EJ 105 810

*Bilingual Schools; *Community Schools; *Curriculum; *Program Descriptions; *Spanish Speaking; Bilingual Education; Elementary Schools

2. Goldstein, Bobbye S. What's Cooking in the Reading Program? Reading Teacher; 28; 1; 22-25, October, 1974. EJ 103 998

*Reading Programs; *Reading Instruction; *Teaching Techniques; *Bilingual Education; Elementary Education; Kindergarten Children; Spanish; English

3. Rincon, Erminia; Ray, Rose. Bilingual Ethnic Teachers an Answer to Illiteracy and Drop-Out Problems. Reading Improvement; 11; 1; 34-46, Spring, 1974. EJ 103 968

*Bilingualism; *Illiteracy; *Dropout Problems; *Minority Group Teachers; *Educational Research; Spanish Speaking; Elementary Education

4. Zimmerman, Ira Lee; And Others. Language Status of Preschool Mexican-American Children--Is There a Case against Early Bilingual Education? Perceptual and Motor Skills; 38; 1; 227-230, February, 1974. EJ 099 260

*Bilingual Education; *Language Programs; *Language Research; *Mexican Americans; *Preschool Children; Language Skills; Linguistic Competence

5. Cornett, Joe D.; And Others. Effect of an Intervention Program on "High Risk" Spanish American Children. Journal of Educational Research; 67; 8; 342-343, April, 1974. EJ 0[illegible] 033

*Bilingual Education; *Self Concept; *Mental Development; *Spanish Americans; *Disadvantaged Youth; Preschool Children; Early Experience; Language Development; Spanish Speaking

6. Zotos, Michael H.; Wylie, Richard E. An Open-Space Bilingual Program for 6-9 Year Olds. Catalyst for Change, 3; 3; 4-8, Spring, 1974. EJ 096 059

*Bilingual Education; *Bilingual Students; *Open Plan Schools; *Program Descriptions; *Elementary Schools; Mexican Americans; Parent School Relationship

7. Matluck, Joseph H.; Mace, Betty J. Language Characteristics of Mexican-American Children: Implications for Assessment. Journal of School Psychology; 11; 4; 365-386, 1973. EJ 092 442

*Language Styles; *Mexican Americans; *Bilingualism; *Learning Difficulties; *Language Skills; Lexicology; Language Development; Grammar; Phonology; Elementary School Students

8. Harris, Mary B.; Stockton, Santiago Jim. A Comparison of Bilingual and Monolingual Physical Education Instruction with Elementary School Students. Journal of Educational Research; 67; 2; 53-54, 56, October, 1973. EJ 085 479

*Physical Education; *Bilingual Education; *Elementary School Students; *Instructional Design; *Questionnaires; Spanish; English; Data Analysis; Student Attitudes

9. Chavez, Ralph. A National Conference on the Chicanito: Two Possible Answers Emerge. Educational Resources and Techniques; 12; 2; 17-19, Summer, 1972. EJ 078 499

Bilingual Education; Bilingual Teachers; Conferences; *Educational Change; *Educational Strategies; *Mexican Americans; *Preschool Education

10. King, Royce. Another Texas First--Bilingual Television Instruction -- "Carrascolendas". Educational Resources and Techniques; 12; 2; 9, Summer, 1972. EJ 077 355

*Bilingual Education; *Educational Television; Elementary Grades; *Instructional Programs; *Mexican Americans; Program Descriptions; *Programing (Broadcast)

11. Mattila, Ruth H. As I See Spanish-Speaking Students. Reading Teacher; 26; 6; 605-608, March, 1973. EJ 075 158

Bilingual Students; Cultural Background; Elementary School Students; *Middle Class; *Native Speakers; Reading Difficulty; *Remedial Reading; *Spanish Speaking

12. Barrera, Aida. Carrascolendas--KLRN's Bilingual Series. Educational and Industrial Television; 5; 1; 23-25, 33, January, 1973. EJ 074 091

Bilingual Education; *Cultural Education; *Educational Television; *Mexican Americans; Primary Grades; Program Descriptions; *Programing (Broadcast)

13. Boedeker, Louise. "Why is the Professor So Stupid?" Educational Leadership; 30; 5; 457-458, February, 1973. EJ 072 755

Bilingual Students; College School Cooperation; *Elementary Education; Spanish Speaking; *Teacher Education; *Teacher Educator Education; Teaching Experience

14. Drake, Diana Mack. Anglo American Teachers, Mexican American Students, and Dissonance in Our Schools. Elementary School Journal; 73; 4; 207-212, January, 1973. EJ 071 277

Anglo Americans; *Bilingual Students; Educational Problems; *Elementary Education; Mexican Americans; Minority Groups; *Spanish Speaking

15. Ulibarri, Mari-Luci. Ambiente Bilingue: Professionals, Parents, and Children. Journal of Mexican American Studies; 1; 3-4; 130-135, Spring/Summer, 1972. EJ 068 589

*Biculturalism; *Bilingual Education; *Cultural Pluralism; Parents; *Primary Grades; *Spanish Speaking; Students; Teachers

16. Sancho, Anthony R. Spanish: A New Approach for Bilingual Programs. TESOL Quarterly; 6; 4; 333-338, December, 1972. EJ 068 558

*Bilingual Education; Communication Skills; Cultural Education; *Curriculum Design; *Educational Innovation; *English; Language Programs; Primary Grades; *Spanish; Teaching Methods

17. Inclan, Rosa G. Can Bilingual-Cultural Education Be the Answer? Educational Horizons; 50; 4; 192-196, Summer, 1972. EJ 068 522

*Biculturalism; *Bilingual Education; Bilingual Students; Elementary School Students; *Instructional Programs; *Spanish Speaking

18. Breaking the Linguistic Barrier. Reading Newsreport; 6;7; 10-13, May-June, 1972. EJ 065 132

*Bilingual Education; *Bilingual Students; *Bilingual Teachers; Chinese; Immigrants; Kindergarten; *Reading Readiness; Spanish

19. Hickey, Tom. Bilingualism and the Measurement of Intelligence and Verbal Learning Ability. Exceptional Children; 39; 1; 24-28, September, 1972. EJ 063 193

*Bilingual Students; Disadvantaged Youth; *Exceptional Child Research; *Intelligence Level; *Measurement; Mexican Americans; Preschool Children; Sentence Structure; Verbal Ability; *Verbal Learning

20. Carrow, Elizabeth. Auditory Comprehension of English by Monolingual and Bilingual Preschool Children. Journal of Speech and Hearing Research; 15; 2; 407-412, June, 1972. EJ 062 321

*Auditory Perception; *Bilingual Students; Disadvantaged Youth; English; Exceptional Child Research; Linguistics; *Listening Comprehension; *Low Income Groups; Mexican Americans; *Preschool Children

21. Roscoe, Carole. Developing Instructional Materials for a Bilingual Program. TESOL Quarterly; 6; 2; 163-166, June, 1972. EJ 060 718

*Bilingual Education; Cultural Education; *Curriculum Development; Elementary Schools; *English (Second Language); *Instructional Materials; Language Fluency; *Language Programs; Program Evaluation; Spanish Speaking

22. Moreno, Joseph A. Clark. A Bibliography of Bibliographies Relating to Studies of Mexican Americans. El Grito: A Journal of Contemporary Mexican American Thought; 5; 2; 47-79, Winter, 1971-1972. EJ 059 448

Adult Education; *Bibliographies; *Bilingual Education; Education; *Mexican Americans; Migrant Education; *Reading Materials; Resource Materials

23. Garcia, Angela B.; Zimmerman, Barry J. The Effect of Examiner Ethnicity and Language on the Performance of Bilingual Mexican-American First Graders. Journal of Social Psychology; 87; 1; 3-11, June, 1972. EJ 058 795

*Bilingual Students; *Bilingual Teachers; Bilingualism; Cultural Interrelationships; *Educational Research; Ethnic Groups; Grade 1; *Language Skills; *Mexican Americans; Performance

24. Broman, Betty L. The Spanish-Speaking Five-Year-Old. Childhood Education; 48; 7; 362-364, April, 1972. EJ 056 391

*Bilingual Students; *Kindergarten Children; Language Development; Learning Activities; *Spanish Speaking; Teacher Influence; *Verbal Learning

25. Wolk, Elsie. Reading Disabilities of Children Learning English as a Second Language. Elementary English; 49; 3; 410-416, March, 1972. EJ 056 673

Elementary School Students; *English (Second Language); Learning Difficulties; *Learning Processes; *Puerto Ricans; *Reading Difficulty; *Student Adjustment

B. Native American: American Indian, Eskimo

References from Resources in Education (RIE)

1. The State of Navajo Education. March 1975, 78p. ED 098 012.

Accreditation (Institutions); *American Indians; Bilingual Education; *Board of Education Role; Certification; *Decentralization; Early Childhood; Educational Equality; *Educational Objectives; Educational Quality; *Educational Responsibility; Speeches

Ten working papers covered the following topics: (1) centralized vs. local schools, (2) self-determination and contracting, (3) implications of the tribal plans in education, (4) Navajo professionals (Indian preference), (5) public schools and Navajo school system, (6) standards (certification and accreditation), (7) bilingual education, (8) guaranteed education, (9) school board authority, (10) early childhood. In general these papers raise questions which primarily relate to the concepts of self-determination, localization, tribal involvement, educational standardization, bilingualism, educational guarantees, functional Navajo school boards, and early childhood development programs, all of which point to a growing concern with and dedication to self-determination.

2. Koyuk Reader. January 1975, 99p. ED 095 715.

American Indian Languages; *Bilingual Education; *Elementary Grades; *Eskimos; Instructional Materials; Reading Instruction; *Reading Materials

This elementary language text, designed for children in a bilingual Koyuk-English program, contains one story about the daily life of a family in Koyuk, Alaska. The material is presented in alternating pages of Koyuk and the English translation, with many illustrations depicting events in the story.

3. Markowitz, Alan; Haley, Frances. A Bilingual Navajo Curriculum Project. Profiles of Promise 16. December 1974, 4p. ED 095 073.

American Indian Culture; American Indian Languages; *American Indians; Biculturalism; *Bilingual Education; Bilingualism; Bilingual Schools; Cross Cultural Studies; Curriculum Development; Elementary Education; *English

(Second Language); Instructional Materials; Language Programs; *Navajo; *Reading Programs; Rural Education

Ninety-six percent of the students who enter first grade in the San Juan school district, Blanding, Utah, cannot speak or understand English. They are Navajo and attend school on the Navajo reservation. A unique bilingual Navajo curriculum project has been developed to provide learning materials in the Navajo langauge to enable the child to learn when he first enters school, regardless of the language he speaks. Using film-strips, cassette recordings, slides, 16 mm films, book illustrations, and the printed word, the project translates the learning materials found in the classroom into the Navajo language. Major objectives of the San Juan Educational program are to provide instruction in the language the child understands best so that he does not become retarded in the academic areas while learning the common instructional language; build a positive self image of all children; and develop closer communication and understanding between parents and teachers. Evaluation shows that the Navajo children in the program have improved in their reading and in their attitudes toward school.

Also avaiable from: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 ($9.00 for 30 Issues).

4. MacDiarmid, Jim. The Student in a Bilingual Classroom. December 1974, 8p. ED 094 921.
Document not available from EDRS.

*American Indians; *Bilingual Education; *Cross Cultural Studies; Curriculum Development; English (Second Language); *Eskimos; Intercommunication; *Native Speakers; Needs; Primary Grades; Relevance (Education); Speeches; Teacher Education; Teacher Workshop

Both Alaska and the Canadian North are taking a serious look at bilingual education, especially in the primary grades. In the Yupik Bilingual Program in primary grades, children receive basic instruction in Yupik, with gradually increasing instruction in Egnlish as a second language (ESL). For instance, in grade 1 students receive ESL instruction for a half-hour twice a day and in Grade 2 it is increased to two 45 minute periods a day.

Most of the Yupik teachers in the program have had training in basic literacy during the summer months. Additionally, to support these teachers in their programming, the Eskimo language workshop (Center for Northern Education, University of Alaska) is continuously developing materials relevant to the primary curriculum. The one area which may require some work in the Yupik Bilingual program is training in methodology. Since ESL teachers have many needs that are similar to these of the Yupik teachers, they were included in workshops held for Yupik language teachers. Also, it is vital for Yupik and ESL teachers to work as a team so that the ESL section will not be a separate entity from the rest of the child's programming. Certain facets from the Yupik language part of the day can and often should be reflected in the ESL portion. It was noted that the needs of many of the teachers, both Yupik and ESL, are identical to the needs of teachers in the Northwest Territories (Canada). There is a great deal to be learned through communication between teachers in these 2 areas.

Availability: Not available separately, see ED 094 917.

5. Temp, George E. Final Evaluation Report for Alaska Native Education Board, Inc., 1973-74. First Year of the Bilingual/Bicultural Program. December 1974, 24p. ED 094 580.

*American Indian Languages; *Biculturalism; *Bilingual Education; Community Support; Elementary Education; *Eskimos; Language Instruction; Language Skills; Program Attitudes; *Program Evaluation; Reading Skills; Student Evaluation

The ANEB Bilingual/Bicultural programs were in operation in eight rural communities in Alaska in 1973-74. This evaluation is based on the results of interviews with members of the community, staff, and student body. The information collected was in four areas: (1) fall 1973 student pretest information; (2) spring 1974 student posttest information; (3) winter-spring 1974 community reactions; (4) spring 1974 staff reactions. The questions presented to the students tested their knowledge of present and past native cultures. The results demonstrated a marked increase in knowledge of historical culture due to the instruction of the Bilingual/Bicultural programs; their knowledge of the present native culture was already high. In regard to reading and speaking skills in native languages, 68 percent of the children were able to read some of the native language materials by spring 1974,

but there is still room for movement toward equal native/English-speaking ability. Virtually all of the students involved were enthusiastic about the programs. In addition, wide community support of the programs was shown from a random sampling of members of the community. Finally, 14 of 16 staff members questioned wanted the program to continue.

6. Reed, E. Irene, Comp. List of Materials Developed by the Eskimo Language Workshop. November 1974, 10p. ED 093 184.

*American Indian Languages; Audiovisual Aids; *Bibliographies; *Bilingual Education; Elementary Education; English; *Eskimos; Ethnic Groups; Fiction; Instructional Aids; Instructional Materials; Language Arts; Mathematics; *Primary Grades; Reading Materials

This bibliography consists of materials in Yup'ik and English prepared for levels K-3. Most of the entries are books, primarily fiction suitable for the primary grades. The nonfiction books are teachers' handbooks, instructional materials, and other teaching aids. In addition there is a list of newly completed or reprinted instructional or testing materials on various subjects in Yup'ik and English. Video tapes, filmstrips, and taped recordings in Yup'ik are also listed, as well as ESL materials and sets of questions for the books in Yup'ik and English.

7. A Modest Proposal. An Expression of Children's Needs by People in Rural Alaska with Recommendations for Positive Change. August 1974, 376p. ED 089 921.

*American Indians; Biculturalism; Bilingualism; *Childhood Needs; Community Influence; Early Childhood Education; *Educational Needs; Ethnic Groups; Objectives; *Parent Participation; Regional Planning; *Rural Areas; School District Autonomy

The specific concerns and recommendations that the people of rural Alaska made about their educational system are documented in this report. The major need areas indicated in the reports include Bicultural curriculums and Bilingual instruction, the relationship between the community and the school, local control and local planning, and the availability of secondary education in local communities. These reports were submitted to the Alaska state-

operated system by the Aleut League, the Bering Straits Native Association, the Bristol Bay Native Association, the Copper River Native Association, the Northwest Alaska Native Association, The Southwest Alaska Native Association, and the Tanana Chief's Conference. In many cases the ideas of the parents are presented in their own words. A summary of needs and objectives is presented in each report.

8. Orvik, James M. Final Evaluation Report: Primary Eskimo Project of the U.S. Bureau of Indian Affairs, Bethel Agency, Bethel Alaska, July 1973. May 1974, 40p. ED 086 423.

American Indian Languages; Basic Skills; *Bilingual Education; *Early Childhood Education; English (Second Language); *Eskimos; Federal Programs; *Language Ability; *Program Evaluation; Skill Development; Statistical Analysis; Tables (Data)

The Bethel Agency, Bureau of Indian Affairs, has now completed its 3rd year of experimental bilingual education. Beginning in 1970 with 3 pilot schools and adding 4 schools the following year, 3 grade levels in 17 Kuskokwim River Village classrooms have been reached by the Primary Eskimo Program. To determine the validity of this approach, an evaluation design was conducted over a 3 year implementation period. The 2 categories of instruments used for the present evaluation were: (1) academic--Yupik literacy and numerical skills; (2) linguistic--acquisition of grammar and meaning in Yupik and English. The analysis procedure used was the method of T-Test for differences between independent group means. The results of the statistical analysis are presented in 3 main sections: (1) literacy skills, (2) numerical skills, and (3) linguistic skills. In each section, the results are generally described, followed by a brief discussion of the overall patterns as a whole. Program recommendations in the final section of the report cover: (1) instructional objectives, (2) math, (3) alphabet, (4) creative writing, and (5) english as a second language.

9. Orvik, James M. Final Evaluation Report: Yupik Bilingual Education Project, Alaska State-Operated School System, July 1973. May 1974, 40p. ED 086 422.

American Indian Languages; Basic Skills; *Bilingual Education; *Early Childhood Education; English (Second Language); *Eskimos; *Language Ability; *Program Evaluation; Skill Development; State Schools; Statistical Analysis; Tables (Data)

The Alaska State Operated School System (ASOSS) has now completed its second full year of experimental bilingual education. In an area where Yupik Eskimo is often the first and only language spoken by the native citizens, a decision was made to experiment with teaching the early primary grades in the native language, introducing English as a second language (ESL) in small, manageable portions. To determine the validity of such an approach, an evaluation design was conducted over a 3 year implementation period. The 2 categories of instruments used for the evaluation were: (1) academic--Yupik literacy and numerical skills; (2) linguistic--acquisition of grammar and meaning in Yupik and English. The analysis procedure was the method of T-Test for differences between independent group means. The statistical analysis results are presented in 3 sections: (1) literacy, (2) numerical skills, and (3) linguistic skills. In each section the results are generally described, followed by a brief discussion of the overall patterns as a whole. Program recommendations in the final section of the report concern: (1) instructional objectives, (2) English literacy, (3) math, (4) alphabet, and (5) creative writing.

10. Harrison, Grant Von; Wilkinson, John C. The Use of Bilingual Student Tutors in Teaching English as a Second Language. May 1974, 13p. ED 086 030.

*American Indians; *Bilingual Education; Bilingual Students; Bilingual Teacher Aides; Bilingual Teachers; Child Responsibility; Diagnostic Tests; *Elementary Grades; *English (Second Language); Instructional Materials; Language Instruction; Program Improvement; Review (Reexamination); Second Language Learning; Supervisors; *Tutorial Programs; Vocabulary

Bilingual education, as an approach to the problem of preparing the American Indian child for entry into American public schools, has not proven satisfactory due to a lack of properly certified teachers and a tendency to thrust too much upon the child too fast. In response to this problem, a tutorial system has been devised in which bilingual, upper-grade-elementary Indian children are used as tutors for kindergarten and first-grade Indian children. Procedures to establish this system are: Phase I--to identify the critical vocabulary to meet students' needs; Phase II--to devise diagnostic tests based on the critical vocabulary to indicate individual student requirements; Phase III--to develop training materials, audio-visual materials, and home study materials for the students' tutors and to select and train adult tutor supervisors;

Phase IV--to select and train bilingual student tutors and to conduct student diagnostic testing; Phase V--to assign bilingual tutors to individual students and implement instruction; and Phase VI--to conduct a post-assessment of the structured tutoring learning process, to revise the specific tutoring model for use with Navaho children, and to revise the general tutoring model to optimize it for use in second language instruction.

11. Damron, Rex; Engelhardt, Ken. An Educational Model for Planned Intervention in Language Development. March 1974, 15p. ED 084 060.

American Indian Languages; *American Indians; Case Studies; Disadvantaged Youth; English (Second Language); *Intervention; *Kindergarten Children; *Language Development; Linguistic Performance; *Models; Standardized Tests; Statistical Analysis

A program of planned intervention to facilitate language growth in kindergarten children at Cheyenne Eagle Butte was conducted during the 1970-71 school year. The study sample consisted of the students in 2 kindergarten classes, one considered low and one considered high, as judged by family economic background, Headstart experience, and educational advantaged. The low group was the experimental group, while a kindergarten class in another school and the high group were control groups. Two interns in the teacher corps project, both Indians, administered tests to the students. The instruments used were the Peabody Picture Vocabulary Test and the Illinois Test of Psycholinguistic Abilities. The test results were anlayzed and individual student profiles were formulated. The program of planned intervention was then implemented, building on the child's strengths while concomitantly remediating his deficits. The major conclusion was that the psycholinguistic method was significantly better at teaching the specified set of skills to the specified set of children and that the usefulness of this model of teaching is a framework for diagnosing and remedying educational deficits of Sioux Indian children. A case study of a child in the experimental group was also presented.

References from Current Index to Journals in Education (CIJE)

1. Martinez, Jesus D.; And Others. Project Sun (Spanish, Ute, Navajo). Educational Journal of the Institute for the Development of Indian Law; 2; 2; 14-16, September 1973. EJ 103 066.

*American Indian Languages; *Multilingualism; *Program Descriptions; *Primary Grades; *Spanish Speaking; Bilingual Teachers; Community Involvement; English Instruction; Inservice Teacher Education; Multicultural Textbooks; Monolingualism; Reservations (Indian); Second Languages

2. A Bilingual Education Project in Choctaw. Education Journal of the Institute for the Development of Indian Law; 2; 2; 12-13, September, 1973. EJ 103 065

*American Indians; *Bilingual Education; *Choctaw; *Elementary School Students; *Program Descriptions; Biculturalism; English (Second Language); Individual Development; Inservice Teacher Education; Self Concept

3. Brekke, Beverly; Williams, John D. Conservation and Reading Achievement of Second Grade Bilingual American Indian Children. Journal of Psychology; 86; 65-69, January, 1974. EJ 091 087

*Reading Achievement; *Intelligence Tests; *Bilingual Students; *American Indians; *Conservation (Concept); Grade 2; Disadvantaged Youth; Socioeconomic Status

4. Rosenfelt, Daniel M. The Renaissance of Indian Education. Inequality in Education; 15; 13-22, November, 1973. EJ 089 449

*American Indians; *Community Control; *Citizen Participation; *Bilingual Education; *Federal Programs; Elementary Schools; Secondary Schools

5. Rubin, Joseph B. Benjamin Beaver's Box. Elementary English; 50; 4; 619-623, April, 1973. EJ 080 805

*Puppetry; *Elementary Education; *Eskimos; *English (Second Language); *Language Programs; Oral English; Reading Programs; Language Development; Cultural Awareness

6. Building a Cultural Bridge. Instructor; 82; 7; 66-68, March, 1973. EJ 072 630

*American Indian Culture; *American Indian Languages; *Biculturalism; *Bilingual Education; Child Development; Kindergarter Children; *Navaho; Reservations (Indian); Second Language Learning; Teacher Workshops

C. Chinese, Portuguese, Filipino.

References from Resources in Education (RIE)

1. Kwok, Irene. Chinese Cultural Resource Book (for Elementary Bilingual Teachers). March 1975, 330p. ED 098 280.

Bilingual Education; *Bilingual Teachers; Childrens Literature; Chinese Americans; *Chinese Culture; Cultural Background; Cultural Education; Elementary Education; Elementary School Curriculum; *Elementary School Teachers; *Reading Materials; *Resource Guides; Resource Materials

This publication was prepared using funds provided by 1965 Elementary Secondary Education Act Title VII to the Chinese Bilingual Pilot Program. Teachers instructing in bilingual programs or in multicultural programs know the difficulty of introducing Chinese traditions to children without any resource guides or educational materials. This resource book is intended to provide some reading references to assist the teachers in these fields. The materials in this book are based mostly on personal experiences and research. Although these customs were experienced when the author was a child living in Hong Kong and Canton, they are still practiced in the Chinese-American communities today. The materials in this resource book are intended for teachers in the Chinese bilingual bicultural programs. There are six sections: stories, poems, songs, games, art projects, and recipes. Each section is related to the five major Chinese festivals--Moon Festival, Winter Festival, Chinese New Year, Ching Ming, and Dragon Boat Festival. Some materials are also related to seasonal, transportation, and family topics. The story section includes Chinese legends, myths, and folktales.

2. Lew, Helene. Chinese as a Second Language, Level I: Teacher's Manual. March 1975, 163p. ED 098 281.

Bilingual Teachers; *Chinese; Chinese Americans; Chinese Culture; Conversational Language Courses; Curriculum Development; Curriculum Guides; *Elementary Education; Elementary School Teachers; *Lesson Plans; *Second Language Learning; *Teaching Guides; Written Language

The lessons in this booklet are developed for the Chinese Bilingual Pilot Program, San Francisco Unified School District. The main objective is to teach Cantonese to non-Chinese speaking children so that they can use this new language in a meaningful

way such as, carry on a simple conversation in that language. The ultimate goal in the oral segment is to have pupils demonstrate the progressive ability to carry on and understand a Chinese conversation with peers who are native Chinese speakers. The curriculum will also provide knowledge, insight, and an appreciation for the cultural similarities and differences between Chinese and English speaking peoples. The format of the curriculum has the "ripple-effect." It evolves from the students' basic personal needs to their home, school, and community environments. Therefore, by relating their new language to their own needs and experiences, Chinese becomes meaningful to them. Language is cumulative. This system provides a review factor which relates each unit introduced to previous units taught. The purpose of the reading and writing segment is to show the language's possibilities and the pupil's potential to fully attain Chinese as a second language. It is hoped that this will further their interest in future Chinese studies.

3. Evaluation of the Fall River Middle School Research and Development Center Title VII Program, 1972-1973. April 1974, 127p. ED 085 457.

Academic Achievement; *Bilingual Education; Community Involvement; *Compensatory Education Programs; Curriculum Development; Elementary Education; English (Second Language); Mathematics; *Portuguese; *Program Evaluation; Reading Achievement; Teacher Improvement

This report presents the evaluation of the Fall River Middle School Research and Development Center, a project funded under Title VII of the 1965 Elementary Secondary Act as a model demonstration bilingual program, beginning in 1972-1973. The Title VII Bilingual Program operated at the fifth grade level in three schools with two bilingual program classes in each school. The program had an enrollment of 111 students -- 34 English dominant and 77 Portuguese dominant students. The product objectives of the instructional component focused on student achievement in the academic areas of mathematics and science; the production of Portuguese and English speech sounds and grammatical structures (oral and written); and the social interaction between Portuguese and English dominant students. The objectives of the staff development component required the staff to increase their academic knowledge of such aspects of bilingual education as use of materials, evaluation, and instructional methodology. Staff training also included efforts to improve the staff's teaching methods in the classroom. Objectives of the parent-community component focused on the involvement of parents of participating students and of the community at large in activities related to the bilingual program, and on the dissemination of program information to the parents and the community.

References from Current Index to Journals in Education (CIJE)

1. Pascasio, Emy M. Bilingual Competence for the Filipinos: A Realistic Educational Goal. RELC Journal; 4; 1; 9-24, June, 1973. EJ 084 700

   *Bilingualism; *Educational Objectives; *Indonesian Languages; *English; *Linguistic Competence; Elementary Education; Secondary Education; Instructional Materials; Bibliographies

2. Kline, Carl L.; Lee, Norma. A Transcultural Study of Dyslexia: Analysis of Language Disabilities in 277 Chinese Children Simultaneously Learning to Read and Write in English and in Chinese. Journal of Special Education; 6; 1; 9-26, Spring, 1972. EJ 064 843

   *Bilingual Students; *Chinese; Cross Cultural Studies; *Dyslexia; Elementary School Students; *Exceptional Child Research; Handwriting; Learning Disabilities; *Primary Grades; Reading Difficulty

II. MIGRANT

References from Resources in Education (RIE)

1. Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Volume II--Impact Analysis. Final Report. November 1974, 250p. ED 093 525.

Academic Achievement; Advisory Committees; Bilingual Education; Community Involvement; Dropouts; *Educational Assessment; Educational Programs; Federal Programs; *Migrant Child Education; Parent Attitudes; *Program Effectiveness; *Program Evaluation; Reports; Student Attitudes; *Tables (Data); Teacher Aides; Vocational Education

Elementary and Secondary Education Act Title I Migrant Programs focus on identifying and meeting the needs of migrant children through remedial instruction, health, nutrition and psychological services, cultural development, and prevocational training and counseling. Evaluating the impact of Title I programs for migrant children, the study determined the success of the federal program in meeting the migrant child's needs. The sample consisted of 100 projects in 10 states. Analysis was done by compiling answers by subject and type of respondent and aggregating the data by state. This volume (II) of the 4 volume evaluation reports on the qualitative and quantitative assessment of the impact of the State Education Agency and local Education Agency levels. Information is also given on factors accounting for observed variations in impact and the extent to which federal funds were used to supplant, rather than supplement, other funding sources. Topics covered are: (1) impact of the migrant education program on migrant students; (2) services provided to migrant students by the migrant education program; (3) paraprofessional program aides; (4) home-school relationships; (5) advisory councils; (6) staff attitudes; and (7) parental attitudes. The majority of the information is in tabular form.

2. Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers. Volume I--Executive Summary, Summary of Findings, and Recommendations. Final Report. November 1974, 67p. ED 093 524.

Attitudes; Bilingual Education; Community Involvement; *Educational Assessment; Federal Programs; Formative Evaluation; Inservice Education; *Migrant Child Education; *Program Administration; *Program Evaluation; Reports; Resource Allocations; *State Programs; Teacher Aides; Vocational Education

The legislative mandate of Section 507, 1972 Education Amendments (PL 92-318), called for an evaluation and assessment of Title I (1965 Elementary and Secondary Education Act) operations and their impact of migrant students. Emphasizing a comprehensive description of program activities, the study did not attempt to measure educational quality by quantitative techniques, other than by some attitude questions asked of teachers, teacher aides, migrant students, and parents. The sampling plan provided an in-depth view of program activities in California, Florida, Texas, Colorado, Michigan, New Jersey, New York, North Carolina, Ohio, and Washington. Analysis method was to: (1) compile answers by subject and type of respondent; and (2) aggregate the data by state. Measures of central tendencies in response to questions were also derived and reported. The report is in 4 volumes; this volume (I) contains the contractor's execurive summary, findings, recommendations, and the U.S. Office of Education's executive summary. Among the findings are: (1) migrant students fall behind their peers in academic achievement and grade levels, especially in grades 3 and 4; (2) most drop out of school before the 9th grade; and (3) a lack of uniform and coordinated planning and implementation results in duplication and gaps in service delivery.

3. Mattera, Gloria; Steel, Eric M. Exemplary Programs for Migrant Children. October 1974, 117p. ED 092 278.

Bilingual Education; Community Program; *Educational Programs; *Financial Support; Human Services; Interstate Programs; Manpower Development; *Migrant Child Education; Migration Patterns; Minority Groups; National Programs; *Program Descriptions; Program Evaluation; Seasonal Laborers; *Special Programs; State Programs

Since 1966, more than 1,900 projects have been funded by the 1965 Title I Elementary and Secondary Education Act Migrant Amendment and the 1964 Economic Opportunity Act for migrant children's problems of educational continuity, health, and other needed services. This paper describes various exemplary programs selected for comprehensiveness of services (both ages served and variety) and replicability in migrant or regular educational programs. The programs, separated into national, interstate, state, and local programs and special services, are: Migrant Student Record Transfer System; High School Equivalency Program; Texas Child Migrant Program; Interstate Cooperation Project; Texas Migrant Council - Mobile Head Start Program; California Plan for the Education of Migrant Children - Regional Plan; Florida Migratory Child Compensatory Program - Early Childhood Learning, Learn and Earn, and Language Arts Tutorial Programs; New Jersey Migrant Education - Recruitment Program; Demonstration Schools - Somerton (Arizona) and

Geneseo (New York); Transitional Program - Springfield (Massachusetts); Secondary Programs (North Carolina); Mobile Units (Colorado); Migrant Centers (Washington, Toppenish Center for the Study of Indian and Migrant Education); and Staff Development Programs - Master's Degree Program (Oregon) and Migrant Teacher Assistant Mini-Corps Program (California).

Also available from: National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock no. EC-016, $5.00)

4. Texas Child Migrant Program, Migrant and Preschool Programs, February 1974. August 1974, 25p. ED 089 922.

Agricultural Laborers; *Bilingual Education; Early Childhood Education; *Educational Programs; Inservice Teacher Education; *Instructional Innovation; Instructional Materials; Media Selection; *Migrant Children; Objectives; Parent Participation; *State Programs

The basic goal of the Texas Child Migrant Programs is to implement a comprehensive and total educational program that will help develop the migrant children's highest potential and will prepare them to take their place in the mainstream of the educational program. This bulletin is published as an information source for participating school districts and for others interested in the education of migrant children. Major topics are the goals and objectives of the program, descriptions of the 7 month program and the Enrichment Program, project activities, and the Texas Plan. The Texas Plan includes the Child Migrant School Program, the Early Childhood Program for 4 year olds, a demonstration school, staff and program development, summer institutes for migrant school personnel, interstate cooperation, film for dissemination purposes, the migrant media center, regional education service centers, summer school programs, and future expectations. A list of Texas migrant project schools in 1973-74 is included.

5. Beckett, Jack, Comp. A Study of Two Methods of Delivering Supplementary Educational Services to Mobile Migrant Children in California. June 1974, 3p. ED 087 602.

Achievement Gains; Achievement Rating; *Comparative Analysis; Cost Effectiveness; *Effective Teaching; English (Second Language); Mathematics; *Migrant Child Education; Program Evaluation; Reading; *Supplementary Education; Tables (Data); Teacher Aides; *Teaching Styles; Team Teaching

During the 1971-72 school year, data was gathered on pre and post test scores for reading and mathematics achievement from 2 groups of mobile migrant children receiving supplementary educational services. The program, a part of the California Plan for the Education of Migrant Children (Title I, Elementary and Secondary Education Act), used 2 different approaches to provide these services to the second through eighth grade students. Group 1 used the team teaching approach, with trained tutors under the direction of the classroom teacher. A resource teacher gave support and continued inservice training to both the teacher and the tutor. Children in group 2 received services from the several school districts where they were enrolled. The districts provided "Pull Out" programs in "language development", remedial reading, and English as a second language and were reimbursed for the costs of the services rendered. The cost per child in each program was comparable, but test results showed an important difference in gain scores. Group 1 children met the program objective of at least 1 month of gain on a standardized test for each month in the program, while group 2 did not. Since per pupil costs were the same, it was concluded that the team teaching approach was several times as cost effective as the reimbursement approach.

6. Barba, Alma Maria Acevedo. New Mexico Project Aides: Perceptions of Their Functions. January 1974, 195p. ED 081 542.

Administrator Attitudes; *Bilingual Teacher Aides; Doctoral Theses; *Mexican Americans; *Migrant Child Education; Questionnaires; *Role Perception; Tables (Data); *Teacher Aides; Teacher Attitudes

The doctoral dissertation focused on: the perceptions of school administrators, teachers, and aides on teacher aide functions in the New Mexico Migrant Project; comparing the results with student needs; functions not ascribed to aides within the State Department of Education and the National Migrant Project's guidelines; and making recommendations to the State Department of Education, the New Mexico Migrant Project, and the National Migrant Project. The study had 3 phases: a 250-item questionnaire given to the researcher's doctoral committee and 6 public school administrators; a revised questionnaire given to 15 experts on paraprofessionals in education; and a final questionnaire given to New Mexico Migrant Project personnel. Statistical analyses consisted of one-way analysis of variance and Duncan's Multiple Range Test. Findings showed no significant differences in the perceptions of the functions between aides and administrators and aides and teachers, but significant differences between teachers and administrators as to the bilingual and professional development functions; and between jury members and administrators, teachers, and aides as to the monitorial, school-community, bilingual, and professional development functions.

References from Current Index to Journals in Education (CIJE)

1. Howells, Simone. The Preschool Migrant Child. Education News; 13; 4; 9-14, August, 1971. EJ 054 978

*Bilingual Students; *English (Second Language); *Immigrants; Language Handicaps; Preschool Children; *Preschool Education

III. SECOND LANGUAGE LEARNING

References from Resources in Education (RIE)

1. Allen, Virginia G. Expanding FLES Horizons: Sample Lessons in French. ERIC Focus Reports on the Teaching of Foreign Languages, No. 30. February 1975, 28p. ED 096 848.
Document not available from EDRS.

*Curriculum Guides; Curriculum Planning; Elementary Grades; *FLES; *French; Instructional Materials; Language Arts; *Language Instruction; Language Universals; Linguistic Patterns; Linguistics; Listening Comprehension; Literature Appreciation; *Reading Material Selection; Resource Materials; Second Language Learning; Teaching Techniques

FLES programs are generally viewed from the vertical deminsion, as the beginning classes in a continuing language program. This paper treats the horizontal dimension, the interrelationship of the foreign language program with other curricula such as literature, history, and language arts. Three current trends in language arts have implications for FLES teachers: (1) a rising interest in linguistics, (2) a new emphasis on the teaching of listening as a skill, (3) the growth of programs to teach literature in depth at the elementary school level. In applying these trends to FLES, sample lessons in French are provided. First, linguistic premises are taught through the presentation of certain language universals, with examples in English and French illustrating similarities and differences. Second, listening skills are developed through lessons designed to set up phonetic contrasts between French and English and within French, in order to teach sound discrimination. And third, to encourage literary appreciation, a number of French children's stories, books, and classroom activities are suggested. Several poems and techniques for their use in class are also suggested. One short bibliography of sources for children's literature about France and another of books cited in the sample lessons are appended.

Availability: MLA Publications Center, 62 Fifth Avenue, New York, New York 10011 ($0.50)

2. Symposium sur l'Enseignement Precoce d'une Langue Vivante. (Report of the Symposium on the Teaching of Modern Languages to Young Children). December 1974, 32p. ED 094 581.

Audiolingual Methods; Conference Reports; Curriculum Planning; Educational Psychology; *Language Instruction; *Preschool Education; *Primary Education; Primary Grades; Second Language Learning; *Symposia; Teacher Qualifications; Teaching Methods; Textbook Standards

The symposium, held in Wiesbaden, West Germany, November 11-17, 1973, examined the results of recent programs and research dealing with the teaching of modern languages to young children and formulated certain recommendations for submission to the Council for Cultural Cooperation of the Council of Europe. The following reports were presented: (1) "The Psychological Aspects of Teaching Modern Languages to Young Children" by C. F. Van Parreren; (2) "The Pedagogical Aspects of Teaching a Modern Language to Young Children" by K. Schroeder; (3) reports of the delegations of France, Germany, Sweden, and the United Kingdom on the status of teaching language to children in their respective countries; and (4) the report of the German delegation on the teaching of English at the primary level. Recommendations made at previous symposiums organized by the Council of Europe are summarized. The recommendations made by this symposium concern: (1) teaching methodology; (2) curriculum organization; (3) the importance of an audiolingual emphasis at the beginning of instruction; (4) the establishment of criteria for the preparation of textbooks; (5) the length and frequency of the language classes; (6) the need for continuity in language study; (7) teacher qualifications; and (8) the establishment of a permanent, international information exchange system. An appendix listing the names and addresses of the symposium participants concludes the report.

3. Reading at FLES Level. A Report by the FLES Committee of the American Association of Teachers of French. November 1974, 56p. ED 093 151.

Audiolingual Methods; Elementary Education; *FLES; *French; Language Instruction; Programed Instruction; *Reading Development; Reading Material Selection; Reading Skills; *Second Language Learning; Teaching Guides; *Teaching Techniques; Vocabulary Development

This report characterizes the reading experience which develops as the outgrowth and normal extension of a sound audiolingual FLES program. General teaching procedures and techniques are described. The reading process exists in three stages: the prereading phase, the initial reading stage, and the real reading stage. The length of the prereading phase, that of audiolingual language instruction, must be determined on the basis of the

foreign language experience of the student and his stage of development in acquiring the skills of reading in his own language. This phase is followed by the initial reading experience, which consists of reading the structures already learned in spoken usage. The reading skills acquired in the first stage are extended, polished, and applied in the second, which is the real reading stage. This stage consists of the abstraction of meaning from the printed symbol, and can be implemented by teacher-directed silent reading, which is followed by supplementary reading of texts with controlled content. To further develop reading instruction methodology, the FLES specialist and reading specialist should share a common concern in providing sequential programs, and thus should work together in preparing techniques and materials for programmed instruction.

4. Fox, Robert P., Ed. Essays on Teaching English as a Second Language and as a Second Dialect. August 1974, 118p. ED 089 267.

Biculturalism; *Bilingual Education; Bilingualism; Early Childhood Education; *English (Second Language); Language Development; Non English Speaking; *Second Language Learning; Teacher Attitudes; *Teaching Methods; *TENL

This collection of papers directed toward the teacher of English as a second language (ESL) and the teacher of standard English as a second dialect (ESD) is divided into three sections. the first focuses on the nature of language and second language learning with such essays as "Teaching English as a Foreign Language: An Overview," "Language and Acculturation," and "The Nature of Language and Language Learning." The second section on critical issues in teaching ESL and ESD contains "Bilingualism and Bidialectalism," "Teaching Standard English as a Second Language or Dialect: The Unanswered Questions, the Successes, and the Promise," "On the Conditions of Bilingualism," and "The Future of ESOL: Continuity or Generation Gap?" The final section on principles and strategies for teaching ESL and ESD contains "Attitudes of the ESL and the SESD Teacher," "Some Strategies for Teaching Standard English as a Second Dialect," "TESOL: Methods and Materials in Early Childhood Education," and "Some Principles of Bilingual and Bidialectal Education." Contributing authors include Robert M. Willis, William Mackey, Albert H. Marckwardt, Robert Dipietro, James Alatis, Robert Kaplan, David Harris, Harold B. Allen, Virginia Allen, Muriel Saville-Troike, and Beryl Loftman Bailey.

Also available from: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock no. 12275, $2.50 non-member, $2.25 member)

5. Durward, M. Lynne, And Others. Evaluation of the Punjabi-English Class at the Moberly Primary Annex for the 1972-73 School Year. July 1974, 32p. ED 088 916.

Bilingual Teachers, Elementary School Students; *English (Second Language); *English Instruction; Immigrants; Language Skills; *Non English Speaking; *Punjabi; *Program Evaluation; Second Language Learning; Student Adjustment

This is an interim report of a special program to assist newly-arrived immigrant children from the Punjab in India. It describes a homogeneous class enrolling twenty pupils, all of East Indian origin and between five and eight years of age. The teacher of the Punjabi-English class kept an extensive anecdotal record of the growth and development of her students. An observation of the class was made by an educational psychologist to provide an external objective audit of the pupils' accomplishments. Various tests were administered to the experimental class and a control group of matched East Indian children. The findings showed that the special class appeared to be promoting the personality development of its pupils, particularly in social skills and oral expression. The program achieved its objective of developing in pupils sufficient facility in English so that more than one-half of them merited placement in regular primary classes. The report presents seven recommendations for the extension and further evaluation of the program.

6. Lavigne, Jean Claude. La Formation et la Recyclage des Professeurs de Langues Vivantes an Quebec 1973-1978 (The Training and Retraining of Modern Language Teachers in Quebec, 1973-1978). July 1974, 8p. ED 088 293.

Elementary Schools; *English (Second Language); English Programs; Inservice Teacher Education; *Language Programs; *Language Teachers; Preservice Education; Program Development; *Program Planning; Secondary Schools; *Teacher Education

Plans to improve instruction in English as a second language during a five-year period in Quebec, Canada, are outlined. The observations are based on the program established by the Minister of Education, Mr. Francois Cloutier. The study examines: (1) the current situation; and (2) proposed measures including teacher training, language programs, administration, extracurricular activities, pedagogical research, and the organization of teaching, equipment, and material.

7. Burstall, Clare. Factors Affecting Student Acceptance or Rejection of a Foreign-Language Learning Program. July 1974, 16p. ED 088 277.

Academic Achievement; Audiovisual Aids; Community Attitudes; *Educational Experiments; *Elementary Grades; Failure Factors; FLES; *French; *Language Instruction; Modern Languages; Performance Factors; Program Evaluation; *Second Language Learning; Student Attitudes; Student Motivation; Success Factors; Teacher Attitudes

A 10-year educational experiment being conducted in England in which 18,000 elementary school students are taught French by non-specialist teachers is described. The methods used rely extensively on audiovisual materials. Discussion focuses on the following factors affecting the program: (1) sex of the student, (2) socioeconomic status, (3) employment expectations, (4) attitudes towards foreign peoples, (5) parental attitudes, (6) teacher's attitudes, (7) characteristics of the "good teacher," (8) maturational factors, (9) instructional materials, (10) mode of presentation, and (11) the learning situation. A list of references is included. The study is to be completed in 1974.

8. Evaluation of Title I Decentralized Umbrella and Title I Optional Assignment Programs for Disadvantaged Pupils. District 24, New York City. June 1974, 343p. ED 087 845.

*Early Childhood Education; Educable Mentally Handicapped; English (Second Language); Guidance Programs; Nonpublic School Aid; Paraprofessional School Personnel; Preschool Programs; *Program Evaluation; Remedial Reading Programs; School Community Relationship; *School Districts; *Urban Education

During the 1972-73 school year, Community School District 24 in New York City supplemented its regular school program with special educational services, funded under Title I of the 1965 Elementary Secondary Education Act. A primary objective of the Pre-Kindergarten Program was to develop children's understanding of basic concepts through a systematic program of guided pre-kindergarten experiences. A primary objective of the Strengthened Early Childhood Program was to develop an understanding of the basic concepts of quantity, space and time needed for success in the primary grades. The Bilingual Community Liaison Program attempted to develop positive relationships among community members, parents, and school personnel. The objective of the Educational Assistant for the Trainable Mentally Retarded Program

was to extend individualization of instruction to CRMD pupils at P.S. 19 through the assistance of a paraprofessional as a means of promoting growth in specific behavioral areas related to academic performance. The Non-Public School Program was developed in response to the needs of Our Lady of Sorrows and transfiguration schools. The primary objective of the Title I English as a Second Language Program was to increase participants' oral language fluency in English. A primary objective of the Corrective Reading Program was to provide corrective reading diagnostic and prescriptive services for each participant. The objective of the Guidance Program for optional assignment pupils was to improve the behavior of pupils in academic and social skills.

9. An Evaluation of the Bilingual Center for Preschoolers in District 17. ESEA Title VII Program. June 1974, 48p. ED 087 844.

*Bilingual Education; Communication Skills; *Parent Participation; Parent School Relationship; *Preschool Education; *Preschool Programs; Program Evaluation; Reading Readiness; School Districts; Second Language Learning; Self Concept; Urban Education

During the 1972-73 school year, Community School District 17 in New York City opened its Bilingual Center for Pre-schoolers, funded under Title VII of the 1965 Elementary Secondary Education Act. The major objectives for the program were: (1) to improve verbal communication skills of all students in their first language; (2) to develop comparable ability in a second language (either French, Spanish, or English); (3) to develop a positive self-image and respect for both cultures studied; (4) to develop "reading readiness" of kindergarten population; (5) to increase teacher awareness of the value of being bilingual; (6) to prepare teachers and paraprofessionals for their added responsibilities through enrollment and participation in college courses and inservice instruction in bilingual education; (7) to develop parental concern and involvement in the program; (8) to develop bilingual ability of parents through participation in second language classes at the center; and (9) to encourage parents to visit the center and contribute to the program. The major findings for the program were as follows: (1) the students' ability to communicate in their dominant (first) language improved substantially; (2) most of the French and Spanish dominant students achieved near comparable fluency in English as in their first language; the English dominant were not as advanced in their ability to use French or Spanish as their peers in the program; (3) positive self-image and respect for both cultures were developed; and, (4) most of the kindergarten children are ready to begin to read.

10. Handbook for First Year Experimental Language Development: Book Three. June 1974, 295p. ED 087 019.

Booklists; *Elementary Education; *Language Development; *Language Programs; *Language Skills; Perceptual Development; Reading; Second Language Learning; Verbal Ability; Writing

This publication completes the First Year Experimental Language Development Program which has been devised for use with young Aboriginal children in Queensland. Two sections of suggested activities are included featuring two themes, transport and travel, and the world around us. Suggested activities include oral use of language units, reading, perceptual skills, and discovery. Summaries are given on the oral use of language and reading and on perceptual skills. Seven appendixes list: special equipment specifications; other equipment; recommended books to read to children; recommended reading books for children; selected reference books for teachers; an index of first lines and titles of rhymes; and an index of language games.

11. Koppe, J., Comp. Handbook for First Year Experimental Language Development Program, Book Two. April 1974, 206p. ED 084 916.

Bibliographies; Childrens Games; Classroom Games; *Elementary Grades; *English (Second Language); Form Classes (Languages); Instructional Materials; *Language Instruction; Listening Skills; Oral English; Poetry; Reading Skills; Recreational Activities; Second Language Learning; Short Stories; Speech Skills; *Teaching Guides; *Teaching Techniques; Visual Aids; Writing Skills

This handbook is to be used in conjunction with Book Two of An English as a Second Language Program for Young Aboriginal Children. It outlines in detail suggested activities for each week of class, emphasizing oral and reading skills. There are numerous games, poems, and short stories. Also included are appendixes on teaching equipment, recommended books for children, and references for teachers, as well as an index to the rhymes and games in the handbook.

12. Book of Educational Prescriptions for English as a Second Language. March 1974, 187p. ED 083 876.

*English (Second Language); Grammar; *Instructional Materials; Interval Pacing; *Kindergarten; Language Instruction; Lesson Plans; *Manuals; Pictorial Stimuli; *Primary Grades; Sentence Structure; Teacher Aides; Time Factors (Learning); Vocabulary; Worksheets

This manual is designed for instruction in English as a second language on the kindergarten and primary levels. The text includes a profile sheet for each student which provides for teacher identification of student academic needs and contains coordinated code numbers which indicate the prescribed instructional materials. These materials include worksheets with pictorial aids for motor skill development, vocabulary development, sentence structure and language usage, and questions for conducting the lesson. The coded sheets also indicate group size, lesson duration, picture interval pacing, and success criteria.

13. Griem, Peggy; Wilson, Margaret. English as a Second Language: Unit on Prepositions. March 1974, 29p. ED 083 863.

Audiovisual Aids; Elementary Grades; *English (Second Language); *Function Words; *Instructional Materials; Language Ability; *Language Tests; Language Usage; Listening Comprehension; Sentence Structure; Sequential Learning; Speech Skills; *Teaching Techniques; Textbooks; Vocabulary Development; Writing Skills

This unit is intended to help teach and test the prepositions outlined in the "English as a Second Language Guide" of the Milwaukee public schools. The text is sequenced to develop listening and understanding skills first, then speaking and writing skills, and finally reading comprehension without visual clues. Review and testing sections are included.

14. McGuire, Helen; Rao, Susan. English as a Second Language; Achievement Tests, Level 1. March 1974, 38p. ED 083 862.

*Achievement Tests; Diagnostic Tests; Elementary Grades; *English (Second Language); Grade Equivalent Scales; High Schools; Kindergarten; Language Learning Levels; *Language Skills; *Language Tests; Listening Skills; Reading Skills; Scoring Formulas; Sequential Learning; Speech Skills; *Test Interpretation; Writing Skills

This achievement test booklet is designed to assist the teacher in determining the length of time pupils should spend in Level 1 of English as a Second Language, and to test proficiency in the skills of listening, speaking, reading, and writing. Listening and speaking tests may be used in kindergarten through grade 12, reading and writing tests in grades 6 through 12 (in 4th and 5th grades at the discretion of the teacher). Tests are based on "English as a Second Language Guide for Teachers" of the Milwaukee public schools. Instructions for administering and scoring tests are included.

15. King, Paul; King, Eva. Language-through-Literature; A Literary Language/Language Arts Program for Bilingual Education, ESL and Other Activities in Early Childhood. Books 1 and 2. March 1974, 543p. ED 083 619.

Bilingual Education; Childrens Books; *Curriculum Guides; *Early Childhood Education; *English (Second Language); Instructional Materials; *Language Arts; Language Development; *Language Programs; Lesson Plans; Teaching Guides

This Language-through-Literature Program is designed to be used as a native language program (language arts/reading readiness), as a second language program, or as a combined native and second language program in early childhood education. Sequentially developed over the year and within each unit, the program is subdivided into 14 units of about two weeks duration each. Each daily lesson is 15 to 20 minutes long and is planned for maximum participation by children and a high degree of individualization. The two volumes include 130 lessons focused around 12 selections of childhood literature, 5 lessons of language arts activities for special occasions such as holidays, and about 15 review lessons. The make-up of each story unit provides an introduction outlining the rationale and aims of the unit; suggestions pertaining to the particular unit, such as illustrations, sound effects, and realia; the text of the story and the text and music of the related songs and games in English, Spanish, and Chinese, with samples in French, German, Japanese, and Portuguese; daily lesson plans providing the structure necessary for language development and maximum freedom for the teacher; a set of slides; and a set of master tapes in English, Spanish, and Chinese.

16. Sparkman, Lee, Ed. Culture in the FLES Program: A Report by the 1965 FLES Committee of the American Association of Teachers of French. January 1974, 131p. ED 081 294. Hard copy not available from EDRS.

Cross Cultural Studies; Cultural Awareness; *Cultural Education; Cultural Enrichment; Educational Strategies; Elementary School Curriculum; Elementary Schools; *FLES; *Language Instruction; Modern Language Curriculum; *Modern Languages; Second Language Learning; *Teaching Guides

This report presents an exploratory preview of the problem of teaching culture at the elementary school level in foreign language programs. Two basic premises underlie this study: (1) the study of foreign languages and cultures is an essential part of the education of today's children, and (2) language and culture are inseparable, that is, to teach a "natural" foreign language, teachers must teach a foreign culture--as it is reflected in the language--and the language itself which is the primary channel of expression of the culture. Chapters include discussion of the rationale for FLES, curriculum, instruction, evaluation, and instructional materials. A list of cultural categories from an outline of cultural materials is appended.

Availability: Rand McNally & Company, P.O. Box 7600, Chicago, Ill. 60680 ($4.00)

17. Lindfors, Judith Wells. Two Approaches to the Evaluation of Early Childhood Oral English Programs for Children Whose First Language is Not English. January 1974, 297p. ED 080 985.
Document not available from EDRS.

*Early Childhood Education; *English (Second Language); English Programs; Evaluation Criteria; Linguistics; *Oral English; Preschool Education; Psychology; *Second Language Learning; *Teaching Methods

This study discusses two approaches for the evaluation of early childhood oral English programs. The study is intended to assist teachers in selecting a program for students whose first language is not English. The first approach is one in which the evaluator examines a program in the light of his own intuitive, pragmatic criteria; the "Michigan Oral Language Series," one example of this approach, is discussed. The second approach, involves evaluation of a program in terms of an explicit set of previously established criteria; the "Oral Language Development Bilingual Educational Program" is used as an example. In this approach the criteria are established by first providing theoretical assumptions (taken from linguistics, psychology, and pedagogy), and from them deriving teaching strategies, which are subsequently

rephrased as questions about techniques of particular programs. The merits of each evaluation approach are considered, and suggestions are made for further refining the evaluation criteria of the second approach.

Availability: University Microfilms, a Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order no. 73-7596, Mfilm $4.00, Xerography $10.00)

References from Current Index to Journals in Education (CIJE)

1. Hatch, Evelyn. Research on Reading a Second Language. Journal of Reading Behavior; 6; 1; 53-61, April, 1974. EJ 100 825

   *Reading Research; *Literature Reviews; *Second Language Learning; *Reading Skills; Elementary Education

2. Oestreicher, J. P. The Early Teaching of a Modern Language. Education and Culture; 24; 9-16, Spring, 1974. EJ 100 434

   *Modern Languages; *Second Language Learning; *Bilingualism; *Language Instruction; *Learning Motivation; Nursery Schools; Age; Teacher Education; Learning Activities; Instructional Materials

3. Cortez, Emilio G. Lip-Reading: A Viable Approach to Language Teaching in the EFL Classroom. English Language Teaching Journal; 28; 2; 135-138, January, 1974. EJ 096 238

   *English (Second Language); *Language Instruction; *Teaching Techniques; *Lipreading; *Elementary Grades; Interference (Language Learning); Pictorial Stimuli; Classroom Games; Second Language Learning; Spanish Speaking

4. Landry, Richard G. A Comparison of Second Language Learners and Monolinguals in Divergent Thinking Tasks at the Elementary School Level. Modern Language Journal; 58; 1-2; 10-15, January-February, 1974. EJ 093 088

   *Monolingualism; *Elementary Grades; *FLES; *Divergent Thinking; *Comparative Analysis; Second Language Learning; Correlation; Originality; Language Fluency; Analysis of Variance

5. Marchand, Jeannine; And Others. A Division I Oral English Developmental Program in a Predominantly French Community. Special Education in Canada; 47; 4; 11-16, Summer, 1973. EJ 091 312

*Exceptional Child Research; *Learning Disabilities; *Auditory Perception; *Language Instruction; *Second Language Learning; Perceptually Handicapped; Primary Grades; Perceptual Development

6. Sommer, Bruce A. For The Aborigines: A Vernacular Education? English in Australia; 25; 5-12, November, 1973. EJ 091 096

*Australian Aboriginal Languages; *Bilingual Education; *English (Second Language); *Language Instruction; Bilingual Students; English Instruction; Elementary School Students

7. Lambert, Wallace E.; And Others. Cognitive and Attitudinal Consequences of Bilingual Schooling: The St. Lambert Project through Grade Five. Journal of Educational Psychology; 65; 2; 141-159, October, 1973. EJ 088 734

*Bilingual Education; *Second Language Learning; *Cognitive Development; *Student Attitudes; *Language Programs; French; Elementary School Students; Reports; Tables (Data); Language Skills

8. Mantica, Thomas J. Considering Language Programs for Young Children: Part I. Modern English Journal; 4; 2; 111-123, June, 1973. EJ 084 611

*English (Second Language); *Preschool Children; *Language Instruction; *Conversational Language Courses; *Learning Theories; Curriculum Development; Language Programs

9. Guest, Juliet. Playgroup in Walsall. Multiracial School; 2; 3; 7-9, Summer, 1973. EJ 081 761

*Preschool Programs; *Play; *Group Activities; *English (Second Language); *Immigrants; Preschool Learning; Racial Integration; Preschool Clinics; Preschool Children

10. Mortimer, Colin. If It Is True...Then, Either...Or... (A Personal View of Primary Level English). Bulletin of the English Language Center; 3; 1; 139-144, March, 1973. EJ 081 606

*English (Second Language); *Teaching Methods; *Elementary Education; *Communication Skills; *Sentence Structure; Vocabulary Development; Reading Skills; Speech; Writing Skills

11. Vinas de Vazquez, Paquita. The Teaching of English in Puerto Rico. TESOL Newsletter; 6; 3; 1-5, April, 1973. EJ 076 658

Adult Education Programs; Curriculum Design; *Educational Policy; *Educational Problems; Elementary Schools; *English (Second Language); *Language Instruction; Secondary Schools; Universities

12. Daum, David A. A "Role" for Teaching Materials. English Language Teaching; 27; 2; 120-125, February, 1973. EJ 076 637

Elementary Schools; *English (Second Language); *Instructional Materials; Instructional Staff; *Language Instruction; *Programed Materials; Teaching Techniques

13. Ewen, Elizabeth; Gipps, Caroline. Tests of English for Immigrant Children. Multiracial School; 2; 2; 22-24, Spring, 1973. EJ 076 635

*Aptitude Tests; Classroom Materials; *Diagnostic Tests; *Elementary Schools; *English (Second Language); *Immigrants; Research Projects

14. Mowat, J. D. Oral English in the Primary Schools of the Gilbert and Ellice Islands. English Language Teaching; 27; 1; 94-99, October, 1972. EJ 075 015

*Elementary Schools; *English (Second Language); FLES; *Language Instruction; *Oral English; Pattern Drills (Language); *Speech Skills; Teaching Techniques

15. Southern, K. R. The Long or the Short of It? English Language Teaching; 27; 1; 35-37, October, 1972. EJ 075 006

Elementary Schools; *English (Second Language); *Language Instruction; *Phrase Structure; Teaching Methods; Verbs

16. McLaughlin, G. Harry. Written English Considered as a Foreign Language. Elementary English; 49; 7; 1067-1069, November, 1972. EJ 070 141

Child Language; Elementary Education; *English; Grammar; *Language; *Language Development; *Language Instruction; Second Language Learning; Standard Spoken Usage; *Written Language

17. Focus of Visual Literacy. Reading Newsreport; 7; 2; 14-19, November-December, 1972, EJ 069 080

*Communication Skills; Composition (Literary); Educational Technology; Elementary Education; English (Second Language); *Language Arts; *Photographs; Reading; *Visual Literacy

18. Spoelders, Marc. Some Reflexions on the Learning and Teaching of a Second Foreign Language in the Third Grade of the Primary School. Scientia Paedagogica Experimentalis; 9; 1; 62-79, 1972. EJ 067 187

Educational Experiments; *English (Second Language); Grade 3; *Language Research; Linguistic Theory; Models; *Research Projects; *Second Language Learning

19. Perren, George. New Languages and Younger Children. English Language Teaching; 26; 3; 229-238, June, 1972. EJ 063 570

*Early Childhood; Instructional Materials; *Language Development; Language Instruction; Learning Motivation; Learning Theories; Psycholinguistics; *Second Language Learning; *Teaching Methods

20. Landry, Richard G. Research Report: Some Research Conclusions Regarding the Learning of a Second Language and Creativity. Behavioral Science; 17; 3; 309, May, 1972. EJ 058 186

*Creative Thinking; *Divergent Thinking; *Elementary School Students; Language Fluency; *Language Research; *Second Language Learning; Sex Differences

21. Mcauley, J. D.; Johnson, James. The Development of a Concept Cluster with Eight-Year-Old Children Whose Second Language Is English. Education; 92; 3; 56-65, February-March, 1972. EJ 056 369

Cluster Grouping; Cognitive Ability; *Concept Formation; *English (Second Language); Evaluation Techniques; *Grade 2; Tables (Data); *Teaching Methods

22. Monka, Carolyn, Comp. ERIC Documents on the Teaching of Foreign Languages: List Number 8. Foreign Language Annals; 5; 3; 365-380, March, 1972. EJ 052 216

Bibliographies; Bilingualism; Catalogs; *Classical Languages; Elementary Schools; Higher Education; *Language Instruction; *Modern Languages; Secondary Schools; *Uncommonly Taught Languages

IV. GENERAL: Bibliographies, Curriculum Plans, Legislation, Media, Multicultural Research, and Teacher Training

References from Resources in Education (RIE)

1. Visual Literacy Yearbook. May 1974, 33p. ED 086 266.

Annual Reports; Elementary Grades; English (Second Language); Films; *Language Arts; *Language Development; Language Enrichment; *Language Guides; Language Skills; *Photography; Program Descriptions; *Self Expression; Slides; Visual Aids; Visual Arts; Visual Learning; *Visual Literacy

This yearbook describes the program undertaken by the Montebello, California Unified School District to assist children's development in the area of language arts by giving them the opportunity to use cameras to record their visual experience and by then using the resulting pictures, slides and films as the basis of language arts experiences. It explains the logic underlying the program by showing that by so doing children, particularly those who are not yet engaged in learning, begin to discriminate and interpret the visual actions, objects and symbols they encounter in their own environments and thereby acquire an intrinsic, self-oriented motivation to develop the creative language arts competencies needed to comprehend and enjoy these experiences and to communicate them to others. Brief accounts of 17 specific visual learning experiences are included, along with many representative samples of the pictures taken by the students themselves. A short selected bibliography is listed at the conclusion of the report.

2. Evaluation Report, District 24, Queens. Title I District Umbrella and Title I Open Enrollment Educational Services for Disadvantaged Pupils. June 1974, 271p. ED 087 829.

After School Centers; Community Consultants; Early Childhood Education; English (Second Language); Nonpublic School Aid; *Open Enrollment; Preschool Programs; *Program Evaluation; Remedial Reading Programs; *School Districts; Special Education; *Urban Education

During the 1971-1972 school year, the regular educational programs in District 24 were supplemented with special educational services funded under Title I of the 1965 Elementary and Secondary Education

Act. This evaluation report treats the several programs funded under the following headings: Pre-Kindergarten Program, Strengthened Early Childhood Program, Corrective Reading Program, Bilingual Community Liaison, Educational Assistant for the Mentally Retarded, English as a Second Language at I.S. 61, Non-Public Schools Program, After School Study Center; Guidance Services, and Appendices. Funds received under Title I E.S.E.A. were applied under two headings: District Umbrella which included a Pre-Kindergarten Program, Strengthened Early Childhood Program, After School Study Center and Non Public Schools Program; and open enrollment services for optional assignment pupils which included corrective reading program and guidance services. Each report includes discussions of program objectives, evaluation objectives, methods of data collection, description of program in operation, effects of program on students, and recommendations.

3. Bernal, Ernest M., Jr. Models of Bilingual Education, Grades K-3, For a Planned Variation Study. February 1975, 54p. ED 097 157.

*Bilingual Education; *Early Childhood Education; *Educational Theories; *Evaluation Criteria; Feasibility Studies; Learning Theories; *Models; Primary Grades; Research Methodology; Second Language Learning; Spanish Speaking

The Office of Economic Opportunity (OEO) and, most recently, the National Institute of Education (NIE) have been involved in contemplating a National Planned Variation Study of Bilingual Education. In order to determine the feasibility of such a massive study, several approaches to bilingual education, with emphasis on bicultural as well as bilingual considerations, were developed. Next, usable models were extracted and cast into a planned variation experimental design. It was specified that these models represent a theoretical or methodological base, embody an observably distinct approach to education, be operational long enough to make a difference in the children's academic competencies (in this case K-3), and have reasonable possiblities of acceptance by the professional and ethnic communities having to implement and support them. The four models delineated shared the following characteristics: (1) affective, academic, and linguistic objectives on which to base lesson sequences and content, student placement, and progress; (2) growth in both English and Spanish language proficiency; (3) provision for staff

training, classroom materials, and community participation at each site; (4) specific strategies relating to awareness of and respect for the cultural, linguistic, and social variables of the installation site; and (5) specific methods for assessing these strategies and objectives and for monitoring the installation and its effects on the population. The models are: The Behaviorist Model, The Immersion Model, An Eclectic Model, and a Child-Centered Model.

4. Valencia, Atilano A. The Cognitive and Affective Development of Elementary School Children in a Bilingual-Bicultural Learning Environment. A Study of the Grants Bilingual-Bicultural Education Program, Grants, New Mexico. January 1975, 38p. ED 096 033.

Affective Behavior; American Indians; Anglo Americans; Biculturalism; *Bilingual Education; *Cognitive Development; *Elementary School Students; Learning; *Program Evaluation; *Spanish Americans; Statistical Data; Testing

Providing relevant data, analyses, and observations, with particular reference to the cogitive and affective development of bilingual children, the 1973-74 Grants Bilingual-Bicultural Program Evaluation determined the personnel's attitudes and perceptions about program components and operations and the children's responses to bilingual-bicultural instruction. Native American, Anglo, and Spanish surnamed children from 9 classroom groups (6 program and 3 non-program) in Grades 1, 3, and 5 comprised the sample. Tests administered in Spanish and English, a 30 item questionnaire, and classroom observations were used. Due to the lack of tests in native American dialects, reference to observations of native American cultural features in the program was made rather than to cognitive achievement based on the tests. Tests included the Inter-American Series' Tests of Reading, the General Ability Test (Spanish version), and the Science Research Associates, Inc, (SRA) Achievement Series, Form E/Blue Level and the Primary Edition, Form E, Primary I and II. Some findings were: students gained significantly in oral vocabulary, numbers, general concepts, and cognitive processes based on verbal and pictorial stimuli in Spanish; 3rd grade students measured at or beyond grade level on the SRA Test; and the personnel felt the program was well coordinated, sufficiently supplied with materials and equipment, and effective in developing the children's bilingual ability and cognitive skills.

5. Cooney, Joan Ganz. Children's Television Workshop. Progress Report. January 1975, 13p. ED 095 892.

Biculturalism; Bilingualism; Disadvantaged Youth; *Early Childhood Education; *Educational Television; Financial Support; Formative Evaluation; National Surveys; Outreach Programs; Production Techniques; *Programming (Broadcast); *Reading Reports; *Television Research

During the third quarter of 1973 (July through September) the Children's Television Workshop (CTW) evaluated old material and planned new programing. The fourth season of Sesame Street and the second season of The Electric Company were rerun through the summer by most of the public and commercial television stations that carried the shows throughout the school year. A nation-wide research study indicated that the Electric Company, now in its second season, is watched by 3.5 million in school, an increase of more than half a million viewers over the first season. Another three million watch the program at home. Research indicated that the series meets its reading instruction objective. No general changes in the curriculum for The Electric Company are planned, but there will be some changes in emphasis. Sesame Street's new programing will give fuller treatment in the bilingual/bicultural area as well as in the area of emotions and feelings. Because of reduction in funding from the public sources, new funding sources and investments are being explored.

6. Rouse, Robert; Rouse, Virginia. Innovative Methods Train Teachers at Indiana University. December 1974, 7p. ED 095 178.

Adult Education; Bilingualism; *Field Experience Programs; *Individualized Programs; Migrant Child Education; Minority Groups; *Student Teachers; Urban Education

This paper describes an individualized program of teacher training at Indiana University. Student teachers are able to choose their own teaching experience from several projects. The Shawnee Project gives the novice teachers the opportunity to cope with inner-city school problems in real situations. The Urban Semester Project combines student teaching, community experiences, and residency in inner-city Indianapolis for a full semester. Here, the students are exposed to institutions and contacts who have the

most profound effects on the inner-city students. The American Indian Reservation Student Teaching Project places teachers on four Reservations in Arizona. The Latino focuses on children of migrant workers and students live and teach in bilingual sectors of the country. The Atterbury Job Corps Center Project focuses on programmed learning, diagnostic techniques, and small class situations for adults, most of whom have been dropouts. Most of these programs have not been evaluated, but educators are optimistic and feel that they enrich the student teaching experience. Since the student teachers spend more in the school, they are able to see the actual development of pupils in the classroom.

7. Dusel, John P. The Cosmopolitan School or So What Else Isn't New? December 1974, 5p. ED 094 577.

Biculturalism; *Bilingual Education; Bilingualism; Early Childhood Education; *Educational History; Elementary Education; Elementary Grades; Language Instruction; Language Programs; *Second Language Learning; *State Programs

In order for education to be truly progressive, it is necessary to recognize that some innovations are merely ideas resurrected from the past. An example of this is bilingual education, which is growing in popularity throughout the country as a means of instructing non-English speaking children. An examination of historical documents reveals that bilingual education was a reality in California as early as the mid-1860's in San Francisco's cosmopolitan school. In recognition of the young child's language learning facility, French, German, Spanish, and English were taught, and classes in other subject areas were taught in several languages. Thus, the current trend of bilingual educational research and experimentation would be benefitted if the educators involved recognized the difference between those ideas which are new and those which are not, in order to gain from experience.

8. Fallon, Berlie J., Ed. 40 Innovative Programs in Early Childhood Education. November 1974, 285p. ED 093 468. Document not available from EDRS.

Bilingual Education; *Child Development; Differentiated Staffs; Disadvantaged Youth; *Early Childhood Education; Kindergarten; Open Education; Operant Conditioning; Paraprofessional School Personnel; *Parent Participation; *Preschool Education; *Teacher Education

This book contains detailed descriptions of forty programs in early childhood education. Programs are innovative in the sense that each represents new departures and approaches for the implementing school systems. The book contains two main sections: Section I, Innovative Programs in Early Childhood Education, and Section II, Resources Section, which includes an overview of the field of early childhood education and fourteen excerpts from materials provided by schools with exemplary programs. Also included are a Glossary, a Table of Descriptor Terms, some Sources of Information on Early Childhood Education, and a Selected Bibliography.

Availability: Lear Siegler, Inc./Fearon Publishers, 6 David Drive, Belmont, CA 94002 (paper, no price quoted)

9. A Bibliography for Teachers: Education for a Multi-Cultural Society. Third Edition. November 1974, 39p. ED 093 182.

Adult Education; *Annotated Bibliographies; Biculturalism; Cultural Context; Cultural Interrelationships; English (Second Language); *Immigrants; *Instructional Materials; *Multicultural Textbooks; Primary Education; *Reading Materials; Secondary Education

This annotated bibliography is written for teachers of students of multiracial, multicultural backgrounds. The materials are for all age groups and are concerned primarily with the problems and interests of immigrants in Britain. The contents include: (1) reference books; (2) Department of Education and Science Publications; (3) Schools Council Publications; (4) materials for teaching English as a second language; (5) reading and language schemes; (6) books for the very young; (7) a selection for the primary school; and (8) suggestions for the secondary school, in which entries are divided according to subject areas--English, History, Geography, Social Studies, World Religions, Selected Fiction, and Home Economics. In addition, several music books and literature anthologies are listed, as well as other suggested bibliographies and periodicals.

Also available from: Community Relations Commission, 15-16 Bedford Street, London, WC2E 9HX, England

10. Gillies, Emily. Creative Dramatics for All Children. October 1974, 53p. ED 091 771.
Hard copy not available from EDRS.

Creative Activities; *Creative Development; *Creative Dramatics; Elementary Grades; English (Second Language); *Exceptional Children; Pantomime; *Resource Materials; *Teaching Techniques

This pamphlet provides suggestions for teachers for using creative dramatics in the classroom. The contents include: "Dr. Edwin Land Considers the Nature of Creativity"; "Six Basic Principles for Using Creative Dramatics with all Children," which discusses tuning in the sense, listening and recording, pantomime, rhythms and movement, presenting a story, discussion and constructive criticism, and justification for planning creative dramatics in the school week; "Twenty Resources for Creative Dramatics,"which presents resources in the areas of creative spirit and creative dramatics; "Creative Dramatics when English is a Second Language," which discusses a program for working with children for whom English is a second language; "Creative Dramatics with the Emotionally Disturbed," which presents a program that includes motivation, pantomime, sound, touch, and creative play; and "Creative Dramatics with the Brain Injured," which discusses a program for initiating creative dramatics with brain-injured children.

Availability: Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D. C. 20016 ($3.25; orders less than $5.00 must be accompanied by check or money order payable to A.C.E.I.)

11. Programs of Model Day Care Child Development Centers for Mexican Americans, Native Americans, and Puerto Ricans. September 1974, 292p. ED 091 073.

American Indian Culture; *Biculturalism; *Bilingual Education; Cultural Factors; Culture Conflict; *Day Care Services; Early Childhood Education; Family Environment; Latin American Culture; Mexican Americans; *Program Improvement; *School Community Relationship

This exploratory study is the result of a joint effort of three bilingual communities in the United States (Native Americans, Chicanos, and Puerto Ricans), to identify factors contributing to the effectiveness of Day Care Child Development Programs and to delineate the needs of those serving bilingual bicultural children. The report is divided into three sections which

separately analyze selected bilingual bicultural, day care programs. General recommendations are to: (1) build on the strengths of the family cultural life styles, (2) maintain the home language and culture, (3) center decision-making responsibility in the parents of the children in the program, (4) develop staffing patterns which reflect the enrollment of the children on a parity basis, and (5) reject curriculum models which attempt assimilation through integration theories. Basically, this report calls for the utilization of the rich culture and language of the home environment in any bilingual, bicultural, early childhood education program.

12. Johnson, David L. Teacher-Pupil Interaction in Bilingual Elementary School Classrooms. August 1974, 32p. ED 089 900.

*Bilingual Schools; Classroom Observation Techniques; Communication (Thought Transfer); *Elementary Schools; Ethnic Relations; Expectation; *Interaction Process Analysis; *Mexican Americans; Research Projects; Student Behavior; *Student Teacher Relationship; Tables (Data); Tape Recordings; Teacher Behavior; Tests; Verbal Communication

The study was designed to explore further, and possibly extend, a conceptual model of teacher-student classroom interaction used initially in mono-lingual, segregated, public secondary school and college settings. The 4 Verbal Act Modes in the model were called appraisal, prescriptive, informational, and questioning. This observational study attempted to test verbal interaction relationships at the bilingual elementary school level in classrooms of varying racial/ethnic composition, intelligence, and achievement. The sample consisted of 36 audio-taped classroom lessons recorded during a 10 day observation period. Four lessons from each of the 9 elementary (K, 1-3) bilingual classrooms in the program were selected. The racial/ethnic composition of the classrooms ranged from 35-68% Mexican-American, 3-52% Black, and 4-55% White. A total of 2,010 classroom interactions were observed, recorded, and analyzed. Results showed that teacher expectation were related significantly. The Metropolitan Readiness Test and Otis-Lennon Mental Ability Test scores were not correlated significantly with pupil verbal performance in these bilingual classrooms. Prescriptive standards were related specifically to the initiated acts of male pupils and the positive self-referenced acts of female pupils in the high Mexican American classrooms. It was also suggested that considerable teacher attention, interaction,

and emphasis on prescriptive control was directed at Mexican American pupils.

13. An Evaluation of ESEA Title I Programs, Community School District 15. June 1974, 293p. ED 087 842.

Bilingual Education; Cultural Education; Elementary Education; Nonpublic School Aid; Parent Education; Parent School Relationship; Preschool Programs; *Program Evaluation; Reading Achievement; *Reading Programs; *School Districts; *Urban Education

The programs in District 15 funded under Title I of the 1965 Elementary Secondary Education Act offered a wide variety of educational programs targeted for the educationally deprived child. The major common thread running through all Title I programs was the emphasis upon improvement of basic academic skills. Primary focus of all programs was directed toward acquisitions of skills which would lead to improved reading. The following elements comprised the funded programs under Title I: services to early elementary children, Distar, Pre-kindergarten, Parents School Center, Project Read, Project Improve, Cameo, Bi-Lingual-Bi-Cultural, Hi-Impact, Saturday and Holiday bus trip, optional assignment, non public schools, prescriptive reading lab, and remedial reading lab. The various Title I components varied from special programs set in one school to other programs which were in all grade schools. The diversity and comprehensiveness of programs required close monitoring by the district office. At the school level funded programs were often those directly implemented by principal or an assistant principal. Some programs had a coordinator whose function was to see that the program was being implemented at the various settings. At the district level funded programs were monitored by the two deputy superintendents and the Title I coordinator. The evaluation of the various components generally followed a pre, post and predicted post model. Evaluation objectives were primarily concerned with changes in reading achievement.

14. Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate. Ninety-Third Congress, First Session, on S.1539. To Amend and Extend Certain Acts Relating to Elementary and Secondary Education Programs, and for Other Purposes and Related Bills. Part 7. June 1974, 684p. ED 087 111.

*Bilingual Education; *Educational Legislation; Elementary Schools; *Federal Aid; *Federal Legislation; *Federal Programs; Mexican Americans; Secondary Schools

This volume contains the complete text of two Senate bills designed to improve bilingual educational opportunities for children of limited English-speaking ability. One of the bills would amend Title VII of the Elementary and Secondary Education Act. Also included in the volume are numerous statements concerning bilingual education made by Federal and state officials, by concerned citizens, and by groups directly associated with bilingual education. (pages 2,791-2,829, 3,125-3,137, and 3,199 may reproduce poorly.

15. Education Legislation, 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate. Ninety-Third Congress, First Session, on S.1539. To Amend and Extend Certain Acts Relating to Elementary and Secondary Education Programs, and for Other Purposes and Related Bills. Part 6. June 1974, 560p. ED 087 110.

Bilingual Education; Dropout Prevention; Educational Innovation; *Educational Legislation; Educationally Disadvantaged; Elementary Schools; *Federal Aid; *Federal Legislation; *Federal Programs; Libraries; Private Schools; Public Schools; Secondary Schools

This volume of hearings on categorical aid programs contains statements by federal and state legislators, educators, concerned citizens, and other groups affected by categorical aid programs. The speakers discuss proposed modifications of existing programs in the elementary and secondary education areas. Pages 2,267 and 2,450-2,452 may reproduce poorly.)

16. America's Educationally Neglected: A Progress Report on Compensatory Education. Annual Report to the President and the Congress, 1973. May 1974, 109p. ED 086 755.

Annual Reports; Biculturalism; Bilingual Education; *Compensatory Education Programs; Disadvantaged Youth; Educational Administaration; Educationally Disadvantaged; *Federal Legislation; Law Enforcement; Migrant Child Education; Parent Participation; Private Schools; *Porgram Administration; *Program Evaluation

In this 1973 annual report, the National Advisory Council on the Education of Disadvantaged Children concludes that, regardless of the approach legislation may take, certain provisions should be included as fundamental for efficient use of funds and for determining that the funds are, indeed, used for helping disadvantaged children. Among the legislative recommendations are: (1) the concept of forward funding be applied to all compensatory education programs; (2) any federal approach to compensatory education should contain a mandated parent advisory council of parents of affected children; (3) funds be made available to develop: models, materials, and curricula appropriate to bilingual-bicultural programs; ways of implementing competency-based evaluations; and, teacher training in this area; (4) a comprehensive migrant program be mandated national priority; and, (5) a presidentially-appointed, statutory council is essential to insure candid independent judgments. Among the administrative recommendations are: (1) federal funds be used to develop culturally sensitive books and instructional materials for classroom use; (2) the National Institute of Education should have as its research priority the accumulation and evaluation of data necessary to establish which programs are successful and replicable, for their optimal use in the education programs for disadvantaged children; and, (3) the SEA approve and direct implementation of projects and state priorities, and channel expertise into the needed area.

17. A Summary of the Formative Research Conducted on Pilot Shows 02 and 03 Produced by Bilingual Children's Television. May 1974, 153p. ED 086 180.

*Bilingual Education; *Bilingual Students; Childhood Attitudes; Cultural Awareness; *Early Childhood Education; *Educational Television; *Formative Evaluation; Grade 1; Grade 2; Kindergarten; Language Development; Parent Attitudes; Preschool Education; Program Evaluation; Teacher Attitudes

A research project investigated parent and teacher perceptions of the appeal and utility of two bilingual children's television shows and studied the appeal and comprehensibility of the shows to children. A total of 250 parents, 244 teachers and 800 children in eight cities responded to questionnaires. Returns showed that better than 90% of the parents had positive attitudes toward the programs and felt that they fostered cross-cultural understanding. More than 80% of the teachers sampled considered

the shows useful, reinforcing to their curriculum, and appropriate for children through Grade two. Almost 99% of the children liked the shows, and test results showed that the content was 75% comprehensible and that it promoted language development. It was recommended that additional research be undertaken to establish the programs' long-term learning effects, their utility in the classroom settings, and the learning differences which occur between groups of children who have been exposed to the programs and those who have not.

18. Annual Report of the U.S. Commissioner of Education--Fiscal Year 1972. May 1974, 91p. ED 085 585.

Advisory Committees; *Annual Reports; Bilingual Education; Career Education; Cultural Exchange; Disadvantaged Youth; Drug Abuse; *Education; Educational Finance; Educational Technology; Equal Education; Handicapped Students; Higher Education; Migrant Child Education; *National Programs; Reading; Teacher Supply and Demand; Veterans Education

A need exists for the assessment of all federal education programs--to modify, discard, and enlarge present programs and to create new ones where needed. Two new approaches mentioned are the consolidation of 30 federal programs in elementary-secondary education (Better Schools Act of 1973) and increased emphasis on the federal role in higher education through student assistance (Basic Educational Opportunity Grants). The most complicated and difficult challenge facing American education is the provision of equal educational opportunity. Other striking currents are the national movement in career education, the growing discontent with the way schools are financed, the reform and renewal at the postsecondary education level, and parental concern with reading achievement. Additional areas explored are the International Dimension, Veterans Education, Disadvantaged and Handicapped children, teacher supply and demand, school desegregation, migrant children, multicultural classroom, educational technology, and drug abuse. The appendix includes a listing of all advisory committees and councils, their functions, and their membership and meeting dates in 1972.

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402.

19. Schools with Bilingual Programs Funded by Titles I, III, and VII, ESEA. April 1974, 73p. ED 084 920.

*Bilingual Education; Bilingualism; *Bilingual Schools; Coordinators; Educational Finance; *Educational Programs; Elementary Schools; English (Second Language); Ethnic Groups; *Federal Aid; High Schools; Minority Groups; School Districts; School Location; Spanish; *Urban Schools

This booklet presents a list of schools in New York City with bilingual programs funded by Titles I, III, and VII of the Elementary and Secondary Education Act. Information provided includes the name of the school, the community school district in which it is located, the school address, the title of the program, the project coordinator, and the telephone number.

20. Compensatory Education in Connecticut, 1971-72. Programs Supported by the Connecticut State Act for Disadvantaged Children and Title I of the Elementary and Secondary Education Act. February 1974, 84p. ED 083 338.

Bilingual Students; *Compensatory Education Programs; Disadvantaged Youth; Economically Disadvantaged; Elementary Education; Language Handicaps; Parochial Schools; *Private Schools; *Program Evaluation; *Public Schools; Secondary Education; Socially Disadvantaged

During the 1971-72 school year, public and nonpublic schools of Connecticut provided compensatory education help for 50,690 pupils funded in part under ESEA Title I. The programs sought to bring about increased school success for pupils whose school achievement was restricted by economic, social, linguistic or environmental disadvantages. Public and nonpublic school end-of-year evaluations provided the data anlayzed in this report. Also, two years of data were gathered separately for 1,896 pupils who received the services of 1970-71 compensatory programs. Average test gain scores in grade equivalent units were calculated for the combined pupils of each program and were the means of judging the effectiveness of programs. Ninety programs were identified as more effective efforts of compensatory education in the schools of the state. Most were reading help programs; however, math, language, and preschool programs were also identified. Median test gains in reading and math for all compensatory efforts in the state equaled or exceeded a rate of a year's achievement per year for both public and nonpublic school programs in 1971-72. These test gains were based on pre-post testing with intervals

of a year or less between testing. When the interval between testing extended over a two year period such as it did for the 1896 pupils followed-up from the 1970-71 more effective compensatory programs, achievement gains appeared to be much closer to just under a year's growth per year for disadvantaged children.

21. Prusso, Kenneth W.; And Others. Evaluation of Title I-ESEA Projects, 1971-1972. Volume III, Instructional Practices and Student Cognitive Performance. February 1974, 152p. ED 083 271.

*Cognitive Development; *Compensatory Education Programs; Elementary Grades; English (Second Language); *Evaluation Techniques; *Instructional Improvement; Mathematics Instruction; *Program Evaluation; Reading Achievement; Secondary Grades; Special Education; Technical Reports

In this volume, ESEA Title I projects related to instructional practices and student cognitive performance, carried out in Philadelphia during 1971-1972, are evaluated. The six projects in this cluster are: class for mentally retarded/emotionally disturbed children; English as a second language; improvement of reading skills (reading skills centers; shared time, part-time, primary reading skills center); individualized education center; learning dimensions; and special mathematics project seed. Related project reports that are included are: computer-assisted instruction; English as a second language; readiness; instructional management; intensive learning center; learning centers; Pennsylvania advancement school; Puerto Rican orientation; reading specialist training and development for inner-city teachers; summer special education; teaching basic reading skills--a systems approach; Walnut center; and youth serving youth. Following a cluster overview, digests of the projects are provided in the following format: identification and description of the project (rationale, objectives, operational characteristics, previous evaluations); current evaluation procedured (scope and design, instruments, subjects, analysis of data); results; and conclusions.

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2. Offenberg, Robert M. Evaluation of a Bilingual Evaluation: Program Maturation and Accountability. Reading Improvement; 10; 3; 45-53, Winter 1973. EJ 103 957.

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*Acculturation; Articulation (Program); Elementary School Students; *English (Second Language); *English Programs; Instructional Programs; Student Attitudes; *Student Teacher Relationship; *Teacher Aides; Teacher Experience

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, language and linguistics), are located at universities and institutions throughout the United States.

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